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ATTITUDES AND INTENTIONS OF SOCIAL WORK AND LAW STUDENTS TOWARD
EACH OTHER AND PRACTICE TOGETHER: A QUANTITATIVE STUDY

BY

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DISSERTATION

Submitted in partial fulfillment of the requirements for the degree of Doctor of
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DISSERTATION SIGNATURE PAGE

WE HEREBY RECOMMEND THAT THE DISSERTATION BY ANN ELIZABETH WEBB

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Abstract Title Page

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An Abstract of a Dissertation Presented to

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In Partial Fulfillment

of the Requirements for the Degree of
Doctor of Philosophy in Social Work

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By

Ann Elizabeth Webb

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Abstract

This exploratory, cross-sectional, quantitative analysis examines the views of students of law and of social work, toward their own and the other profession, and their intentions regarding future collaboration. Three research questions were explored: (1) The perceptions of social work students and law students with respect to each profession, (2) Student attitudes regarding the collaborative value added by each profession, and (3) Factors predicting planned future involvement in collaborative practice following graduation. The findings reveal that (1) student views across both groups are similar, but a significant interaction effect between area of study (law/social work) and profession being rated precludes a definitive conclusion; (2) law students rate the collaborative value of lawyers significantly higher than do social work students, but no significant differences between the groups were noted regarding collaborative value of social workers, or based on prior experience; and (3) for both groups, there is a significant association between area of study and intentions to practice, with social work students more likely than law students to report future collaborative intent; there is no significant association between prior experience and future intent; as a logistic regression model, although area of study, interprofessional perceptions, collaborative beliefs, and prior experience predict intent to practice, only area of study is significant, with social work students having twice the odds of expressing a future collaborative intent than do law students. This study provides baseline data for students at the beginning of their academic careers, forming the foundation for future research into these concepts.

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DISSERTATION

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Table of Contents

Chapter 1 Introduction

In an increasingly diverse and complex world, institutionalized injustice may impact diverse and far-ranging arenas and a wide-range of individuals. These arenas include macro systems of criminal justice (Armaline, 2011), education (DeLeon, 2011), immigration (Zozula, 2011), housing (Glasberg, Beeman, & Casey 2011), and employment (Fullerton & Robertson, 2011). Access to health care (Ratcliff, 2011), healthy food (Shannon, 2011), and clean air and water (Eligon, 2016) are frequently limited for disenfranchised and underserved communities. Regardless of the situation, individuals of color (Eligon, 2016), immigrants, those identifying as LGBTQ (Acosta, 2011), non-Christians (Iwata & Purkayastha, 2011), women (Pearce, 2011) and children (Acosta, 2011) are disproportionately more likely to be impacted by these systems of institutionalized injustice than are white men or those represented in seats of power, whether at the local, state or national level[1] (Armaline, Glasberg, & Purkayastha, 2011).

Social workers and lawyers work in two different professions that share a common focus on justice. Existing research is limited and dated, but suggests that despite their similarities of purpose, the two professions approach similar problems from very different perspectives (Smith, 1970). Additionally, lawyers and social workers tend to view the other profession with skepticism, with social workers expressing anxiety about encounters with the legal system, and lawyers devaluing the contributions of social workers to problems that involve the legal system (Smith, 1970). Nonetheless, the professions of law and social work are frequently, albeit often separately, on the front lines addressing these inequities, as when volunteer lawyers descended on the nation's airports to assist individuals affected by an Executive Order banning Muslims

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[1] Although injustice exists throughout the world, this research focuses on conditions and practices in the United States.

from entering the United States (Bromwich, 2017) or when social workers work daily with

"those who are not only poor, but are members of groups that often are excluded from pathways

to self-sufficiency, such as women, children and the mentally ill" (Social Work Policy Institute,

n.d.). Increasingly, a wide variety of institutions are promoting multidisciplinary approaches to

solving seemingly intractable social problems (Lasker & Weiss, 2003). Collaborative projects

involving lawyers and social workers can be seen in specialty courts which provide case

management and mental health treatment for individuals living with homelessness or addiction

(Hood & Ray, 2018) and in legal aid settings. However, there is little research addressing

effective ways to engage the two professions in collaboration or involving best practices for the

most effective approaches to multidisciplinary work.

Azjen's (1991) Theory of Planned Behavior (TPB) will be used as a framework explore

the ways in which the attitudes and perceptions of law and social work students, prior to these

students entering the actual practice of their respective professions, impact their intentions

regarding interdisciplinary practice following graduation. A quantitative study was used to

survey a convenience sample of social work students and law students attending a public, urban

university, with a goal of contributing to the knowledge base regarding these interprofessional

relationships, specifically exploring student intentions to act in the future in collaborative or

interdisciplinary practices to achieve common goals. Azjen's (1991) work suggests that current

opinions may influence future intentions to engage in specific behaviors. This research rests on

the assumption that there is a relationship between students' current opinions, their stated

intentions regarding future practice, and actual future collaboration. By understanding attitudes

and intentions of students prior to entering their fields of professional practice, the results of this

research may guide further explorations into enhancing professional interdisciplinary

relationships to benefit shared clients and achieve common goals.

Social Justice: A Priority in Social Work and Law

In a country in which individuals are marginalized and penalized by institutions and

entrenched systems, social workers and lawyers have unique and complementary roles to play.

Social workers and lawyers work in two different professions that share a common focus on

justice (National Association of Social Workers, 2008, Preamble; Wizner, 2012, p. 345). Central

to the missions of both of these "helping professions" are the roles of counselor, adviser, and

advocate (Anderson, Barenberg, & Tremblay, 2006–2007). "Further, both professions attempt to

facilitate conflict resolution, maintain confidentiality, respect client autonomy, and uphold

societal values" (Anderson et al., 2006–2007, p. 665).

The legal pursuit of social justice. Despite the Shakespearean admonition to first "kill

all the lawyers,"[2] the legal profession has a long history of working for civil rights and social

justice. The American Civil Liberties Union and the Southern Poverty Law Center are two

prominent examples of public interest law firms working to preserve and defend civil liberties

and the rights enshrined in the United States Constitution. Smaller organizations like KIND-Kids

in Need of Defense and MALDEF (Mexican American Legal Defense and Education Fund)

provide pro bono legal services to the most vulnerable populations like unaccompanied children

in the immigration system (KIND) or the rights of Latinx in the United States (MALDEF). Many

law students are drawn to the profession by cultural images of lawyers as warriors for justice in

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[2] Shakespeare, W. (n.d.) *Henry VI,* Part 2, Act IV, Scene 2.

novels[3], in plays[4], and in film.[5] (Aiken & Wizner, 2003, p. 67). However, unlike for social work, the pursuit of social justice is not enshrined in practice as a specific goal of the legal profession (Aiken & Wizner, 2003, p. 64).

The legal profession does have a lengthy history of service to the poor and underserved. The first legal aid society was established in New York City in 1876, created largely by lawyers (Houseman, 2015). By 1965, nearly 300 legal aid organizations around the country employed over 400 lawyers (Houseman, 2015). At this time, however, agencies were underfunded, and little positive impact was received by the individuals actually served. Concepts of "poverty law" or "welfare law" did not exist, and no efforts were made to provide social services (Houseman, 2015).

This began to change with the federal Legal Services Program (LSP), which was created by the Office of Economic Opportunity (OEO), the federal agency tasked with administering most of President Lyndon B. Johnson's "War on Poverty" programs (Bailey & Duquette, 2014). The LSP created a unique structure to fund legal aid, but also implemented the idea of law as an instrument for social change. (Houseman, 2015, n.p.). "The role of [the] OEO program is to provide the means within the democratic process for the law and lawyers to release the bonds which imprison people in poverty, to marshal the forces of law to combat the causes and effects of poverty" (Bamberger, C., as cited in Houseman, 2015, n.p.).

The roots of clinical legal education grew from the social and political movements of the 1960s and 1970s, an era which embraced political action through demonstrations, sit-ins,

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[3] Lee, H. (1960) *To kill a mockingbird.*
[4] Lawrence, J., & Lee, R.E. (1955). *Inherit the Wind.*
[5] *Erin Brokovich* (2000) United States: Universal Studios; *The Verdict* (1982) United States: Twentieth Century Fox.

freedom rides and anti-war protests, as well as ushering in profound societal changes through the

Civil Rights and Voting Acts, the War on Poverty, and through movements towards equal civil

rights for people of color, women, the disabled, and LGBT individuals (Wizner, 2012, p. 346).

The law students themselves demanded change, believing that the law schools of the time

"perpetuated an unjust status quo" (Wizner, 2012, p. 347). Because "legal education should be

relevant to students' concerns about poverty, racism, and discrimination," the students

themselves demanded reform (Wizner, 2012, p. 347). It was this focus on social justice initiated

by students, rather than a desire to provide "practical experience and skills training," that drove

the development of clinical education programs in law schools across the country (Wizner, 2012,

p. 347).

　　　　"From the beginning of clinical legal education, one central goal has been to engage law

students in the pursuit of social justice through the provision of legal assistance to the poor and

others who lacked access to legal services" (Wizner, 2012, p. 345). The achievement of social

justice and public welfare is central to legal pedagogy, particularly in the exposure of students to

the social and economic circumstances of their clients (Wizner, 2012, p. 345).

　　　　The academics who led the movement toward clinical legal education "saw it as an

opportunity to involve law students in the struggle for social justice in America, and to fulfill

what they believed to be a public service obligation of law schools" (Wizner, 2012, p. 347).

These efforts were bolstered in 1968 by a $12 million, ten-year commitment by the Ford

Foundation to "incorporate clinical education as an integral . . . part of the curriculum of the

country's law schools" (Macrate, 1995, p. 1111). The Ford Foundation created the Council on

Legal Education and Professional Responsibility to administer this program, which emphasized

the "public service aspects of professional responsibility, as opposed to the more operational

aspects of lawyers' ethics," and explicitly mandated that funded programs be not only

"educationally sound and professionally relevant," but also "socially progressive" (Council on

Legal Education for Professional Responsibility, 1969, p. 1).

Once licensed, many individual state bar associations require lawyers to engage in pro

bono service. For example, the Texas Lawyer's Creed: A mandate for professionalism, requires

that lawyers licensed to practice in Texas "assure that all persons have access to competent

representation regardless of wealth or position in life [and] commit to "an adequate and effective

pro bono program" (Texas Supreme Court, 1989, p.1). "As members of a learned art [lawyers]

pursue a common calling in the spirit of public service" (Texas Supreme Court, 1989, p. 5).

Social work and the pursuit of justice. Social work "serves as a key mediator between

virtually all other professions and their clients and between a wide variety of bureaucratic

institutions and the people they serve" (Ehrenreich, 1985, p. 9). The social work profession has

historically adopted a dual commitment, focusing both on enhancing the functioning of

individuals and communities, while simultaneously promoting a better society (Goldstein, 1980).

During the years surrounding the start of the 20th century, social work as a profession developed

as a "more or less conscious effort . . . to stabilize American society" (Ehrenreich, 1985, p. 19).

The last years of the 19th century were characterized by significant societal change,

industrialization, mass movement of people into and within the United States, increasing class

disparities, and economic instability (Ehrenreich, 1985). Jane Addams, widely considered to be

the founder of modern social work, along with other middle-class white women of this time,

while living lives of economic comfort that others might envy, "carried the burden of their own,

gender-based crisis, the inequality and oppression suffered by women within the family and in

the larger society" (Ehrenreich, 1985, p. 34). While well-educated in ways that encouraged social

concerns, they were barred from participation in the political process or "shut off from practical activity" (Ehrenreich, 1985, p. 34). It was into this void that Jane Addams and her peers stepped with the creation of settlement houses and "friendly visitor" programs, as well as the women's suffrage and temperance movements, and the reform of mental institutions and tenements (Ehrenreich, 1985). Despite their "rhetoric of universalism," white social workers did not see full social equality as a goal of their profession. (Reisch, 2008, p. 789). Although the idea of social justice was proposed at the beginning of the twentieth century (Wise, 1909), the racialization of America, and the systematic exclusion of large segments of the non-white population from full access to citizenship rights made the achievement of justice illusive (Katz, 2001).

As the 20th century progressed, the concept of "professionalization" emerged as an "occupational strategy," legitimizing and stabilizing the role of social worker in society (Ehrenreich, 1985, p. 54). The National Social Workers' Exchange was founded in 1917, with other professional organizations following (Social Welfare History Archives, n.d.). Even as social work as a profession gained increasing legitimacy, the profession itself was divided along racial lines, with African-American social workers forming parallel support programs similar to the white settlement houses that denied services to black citizens. (Lasch-Quinn, 1993).

It was not until the 1950s and early 1960s that social workers in the United States began to see social justice as "the integration of cultural awareness and inter-group skills into all fields of practice." (Reisch, 2008, p. 796). In 1960, the NASW adopted the first edition of the NASW Code of Ethics. (NASW, n.d.)

Both professions shaped by codes of professional behavior.

Social workers bound by NASW's Code of Ethics. The NASW Code of Ethics (2017) serves as the core of social work practice, offering a set of values, principles and standards to

guide decision making and everyday professional conduct of social workers (NASW, 2017).

The Code of Ethics identifies six core values and ethical principles, but importantly, does not

provide a set of rules that prescribe how social workers should behave in any given situation

(NASW, 2017). These core values are: service, social justice, dignity and worth of the person,

the importance of human relationships, integrity, and competence (NASW, 2017).

The first of these values is service, stemming from the ethical principle that the primary

goal of a social worker is "to help people in need and to address social problems" (NASW,

2017). This value incorporates the idea that social workers are "encouraged" to volunteer their

professional skills with no expectation of significant financial return (NASW, 2017).

Social justice, and the ethical principle of challenging social injustice, is the second of

these paramount ideals: "Social workers pursue social change, particularly with and on behalf of

vulnerable and oppressed individuals and groups of people. Social workers' social change efforts

are focused primarily on issues of poverty, unemployment, discrimination, and other forms of

social injustice" (NASW, 2017).

The third value, dignity and worth of the person, is supported by the ethical principle of

respect for the inherent dignity and worth of the person (NASW, 2017). From these ideals flow

concepts of cultural competence, respect for individual differences and cultural and ethnic

diversity, as well as "socially responsible self-determination" (NASW, 2017). In other words,

consistent with the interests of broader society, individuals should be able to decide what choices

are in their own self-interest (NASW, 2017).

The fourth value, importance of human relationships, in many respects forms the core of

this current research. "Social workers understand that relationships between and among people

are an important vehicle for change [and] engage people as partners in the helping process"

(NASW, 2017). "Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities" (NASW, 2017). It is these values that drive the idea of collaboration in service of a better society.

Integrity is the fifth value, demanding that social workers behave in a trustworthy manner (NASW, 2017). The sixth value, competence, requires social workers to practice within their areas of competence, while continually striving to increase their professional knowledge and skills (NASW, 2017).

Lawyers subject to Rules of Professional Conduct. In 1983, the American Bar Association adopted a comprehensive Model Rules of Professional Conduct (MPRC) (ABA, 2018). In the intervening years, the Model Rules have been amended several times, with the most recent changes implemented in 2016 (ABA, 2018). As of this writing, all 50 states have adopted some version of these rules (ABA, 2018). Where the NASW Code of Ethics sets out broad principles and values, the Rules of Professional Conduct are just that: rules to be followed in the practice of law. However, lawyers are tasked with remaining "Mindful of deficiencies in the administration of justice and of the fact that the poor, and sometimes persons who are not poor, cannot afford adequate legal assistance. Therefore, all lawyers should devote professional time and resources and use civic influence to ensure equal access to our system of justice for all those who because of economic or social barriers cannot afford or secure adequate legal counsel" (MPRC Preamble [6], ABA, 2018).

Many of the Rules are similar to those embraced in the NASW Code of Ethics. For example, "a lawyer shall provide competent representation to a client. Competent

representation requires the legal knowledge, skill, thoroughness and preparation

reasonably necessary for the representation" (MRPC 1.1, ABA, 2018). Also, the idea of

client self-determination is included in Rule 1.2: "a lawyer shall abide by a client's

decisions concerning the objectives of representation and . . . . shall consult with the

client as to the means by which they are to be pursued" (ABA, 2018). As with the Code

of Ethics, the lawyer's obligation may be limited in the interest of broader society, as

when the client wishes to pursue an action that is criminal or fraudulent (MRPC 1.2(d),

ABA, 2018).

While both professions address payment of fees, the approaches taken by the two

professions are different. Model Rule 1.5 contains 18 separate paragraphs governing fees

that can reasonably be charged by a lawyer for professional services (ABA, 2018). On

the other hand, the NASW Code of Ethics includes just three paragraphs under Ethical

Responsibilities to Clients which provide: fees must be reasonable, with consideration

given to the clients' ability to pay; avoid accepting goods or services (bartering) as

payment for professional services; and are not permitted to accept a private fee from

clients who are entitled to services through the social worker's agency or employer (Code

of Ethics, Rule 1.13, NASW, 2017).

Similarly, both professions provide guidance regarding confidentiality, but with

different focus. The Code of Ethics Rule 1.07 contains 23 separate paragraphs governing

confidentiality (NASW, 2017), while MRPC Rule 1.6 contains only 10 paragraphs

(ABA, 2018). Both require confidentiality and informed consent (Code of Ethics 1.07(a

& b), NASW, 2017; MRPC 1.6(a), ABA, 2018), and both permit the disclosure of

confidential information where necessary to prevent death or bodily harm (Code 1.07(c),

NASW, 2017; MRPC 1.6(b)(1), ABA, 2018). However, lawyers are also permitted to

reveal information where necessary to prevent a client from committing a crime or fraud

that "is reasonably certain to result in substantial injury to the financial interests or

property of another" (MRPC 1.6(b)(2&3), ABA, 2018). There is nothing similar in the

Code of Ethics.

Many of the Model Rules address issues that are not generally relevant to social

work practice, including, for example, trial publicity, specific rules governing the conduct

of prosecutors, or managing partners in law firms (ABA, 2018).

The professional responsibility code that governs the practice of law does not

specifically incorporate ideals of social justice. Model Rule 6 addresses a lawyer's

obligations regarding "public service." "Every lawyer has a professional responsibility to

provide legal services to those unable to pay" (MRPC 6.1, ABA, 2018). In keeping with

the idea that lawyers approach the world in very analytical and black and white terms,

this responsibility is quite specific: lawyers should donate their legal services to those

who cannot pay. The Model Rules provide very specific direction: A lawyer should

"aspire" to render at least (50) hours of pro bono publico legal services per year (MRPC

6.1, ABA, 2018). Even as the ABA urges a minimum number of hours, the Model Rule

is aspirational only. In fact, the Comment on Rule 6.1[12], the ABA notes that "the

responsibility set forth in this Rule is not intended to be enforced through disciplinary

process" (ABA, 2018). In other words, any individual lawyer is free to disregard this rule.

Within the aspirational limits of Model Rule 6, the ABA provides further

direction as to how those volunteer hours should be spent. A substantial majority of those

hours should be provided without fee or expectation of fee to persons of limited means or

to organizations who serve those persons (MRPC 6.1(a), ABA, 2018). The remainder of those aspirational hours should include "delivery of legal services at no fee or substantially reduced fee to individuals, groups or organizations seeking to secure or protect civil rights, civil liberties or public rights, or charitable, religious, civic, community, governmental and educational organizations in matters in furtherance of their organizational purposes" (MRPC 6.1(b)(1), ABA, 2018). Lawyers may also devote time to "participation in activities for improving the law, the legal system or the legal profession" (MRPC 6.1(b)(3), ABA, 2018).

In other words, the focus of a lawyer's commitment to public service should primarily be through the provision of free legal services to the poor, with the provision of free or reduced cost services related to the pursuit of civil rights and liberties making up a significantly smaller piece of the aspirational pie. However, providing legal services to those who cannot otherwise afford representation has a direct impact on civil rights and liberties. For example, successfully obtaining relief for an unjustly convicted death row inmate directly impacts the liberty and civil rights of that individual. Assisting a non-English speaking family to obtain special education services for their child similarly improves the lives of that child and family. As noted previously, lawyers tend to be very analytical in their approach to social problems and tend to focus on very specific aspects of the justice system. However, this does not diminish the positive impact lawyers have on social justice and civil liberties.

Shared Missions Lead to Teamwork

Interdisciplinary practice enhances creativity by merging the expertise and skills of multiple disciplines to address complex social problems. (Suarez-Balcazar, et al.,, 2006; Van

Dijkum, 2001). As noted by Iachini, Bronstein, and Mellin (2018), although social workers are increasingly embracing interprofessional teams to tackle social issues across systems, effective collaboration can be difficult. In addition, much of the research on interdisciplinary teamwork with social workers tends to focus on teamwork in medical settings. (See, e.g., Karam, Brault, Van Durme, & Macq, 2018; Delavega, Neely-Barnes, Elswick, Taylor, Pettet, & Landry, 2018; Morganti, Lovejoy, Beckjord, Haviland, Haas, & Farley, 2014; Park, Hawkins, Hamlin, Hawkins, & Bamdas, 2014).

Social workers tend to practice in a variety of settings, from schools and hospitals, to juvenile courts, prisons and police departments (Abramson & Rosenthal, 1995; Gibelman, 1995). Kane (1975) suggests that social workers have been parts of interdisciplinary teams more than any other professionals, while lawyers tend to focus their practice in the court system. As a result, existing research suggests that despite their similarities of purpose, the two professions approach similar problems from very different perspectives (Smith, 1970). Additionally, lawyers and social workers tend to view the other profession with skepticism, with social workers expressing anxiety about encounters with the legal system, and lawyers devaluing the contributions of social workers to problems that involve the legal system (Smith, 1970). Research in the collaborative practice area suggests that limited understanding of the roles and expertise of other professionals contributes to less effective client representation in interdisciplinary settings (Bronstein, 2003).

The more developed literature, which itself is limited, focuses on the professionals who work in these two fields, and suggests that while social workers value the contributions of lawyers in interdisciplinary settings, lawyers lack understanding of the roles played by professional social workers, and tend to de-value the contributions of social workers (Smith,

1970; Walsh, 2012). This phenomenon explained by the Theory of Planned Behavior suggests that attitudes formed as a result of past experiences will impact, for better or worse, professional intentions as well as their future behavior to work in collaborative settings (Azjen, 1991). This theory will be addressed more fully in Chapter 2.

Collaborative Approaches Enhance Results.

Lawyers and social workers frequently work together in interdisciplinary practice settings. Lawyers working in public-interest related specialties most clearly share goals similar to those of social workers for achieving social justice (see, for example, Wizner, 2012, pp. 345-350). Additionally, in the wake of the Trump Administration's Muslim travel ban, thousands of lawyers across the country, many with no previous civil rights or immigration experience, were reminded of "why they studied law in the first place" and flocked to training classes to learn how to handle immigration cases (Sixel, February 10, 2017). Immigration lawyers might work independently to assist asylum seekers to obtain appropriate immigration status based on experiences of trauma in their countries of origin, while social workers independently assist the same individuals with mental health needs associated with post-traumatic stress. While each profession might achieve a successful resolution, the shared client might achieve a more holistic result if the two professionals worked as a team. "[A] key factor influencing group performance and decision-making is group cohesiveness," which "increases motivation among group members, thereby facilitating task persistence and task performance" (Ottati, Edwards, & Krumdick, 2005, p. 724).

By understanding attitudes and intentions prior to entering professional fields, this research will guide further explorations into enhancing professional relationships to benefit shared clients and achieve common goals.

There is no available literature specifically regarding the attitudes of law and social work students toward each other or towards prospective engagement in interdisciplinary practice following graduation. While the research of Hyams, Brown, and Foster (2013), Smith (1970), and Walsh (2012) provide context for the current research, none of these studies address the questions posed here: (1) what are the perceptions of law and social work students with respect to their own and the other profession? (2) what are the attitudes of law and social work students regarding the collaborative value added by each profession to interdisciplinary settings? (3) how do factors such as area of study (law or social work), prior collaborative experiences, perceptions and attitudes affect student's expressed intention to engage in collaborative practice following graduation?

Summary of Chapter 1

In a diverse and complex world, ensuring both individual and collective access to justice requires creative and collaborative solutions, incorporating the expertise and experience of both lawyers and social workers. The concept of working toward social justice as a fundamental value of the profession is enshrined in the Social Work Code of Ethics, and made an explicit part of the social work curriculum. For law students, social justice is explicit in clinical education, but less obvious in the code of professional responsibility. Nonetheless, the two professions share similar ideals and similar goals as demonstrated by their history and focus. This research aims to increase knowledge that will enhance the ability of both professions to engage in joint projects to increase access to justice and improve the lives of the underserved and disenfranchised.

Chapter 2 Literature Review

As our society continues to grapple with intractable social problems, interdisciplinary approaches are increasingly being seen as a better, more holistic, approach to complex social challenges (Interprofessional Education Collaborative Expert Panel, 2011; World Health Organization, 2010; Klein, 1990). Interdisciplinary partnerships "foster innovation to address pressing social problems" (Suarez-Balcazar, et al., 2006, p. 113). Research agencies are increasingly mandating interdisciplinary research in the community health arena (Haines, Godley, & Hawe, 2010). Interdisciplinary teams have enhanced re-employment of individuals with mental health issues (Carlier, Schuring, & Burdorf, 2018). Interprofessional primary care teams are known to enhance healthcare while being cost effective (McGregor, Mercer, & Harris, 2018). Global environmental problems are increasingly being addressed through interdisciplinary research and collaboration (Beichler, Hasibovic, Davidse, & Deppisch, 2014).

Interdisciplinary education is not a new concept (Hasenfeld, 1980). Almost 40 years ago, Hasenfeld was writing specifically about interdisciplinary models for doctoral education in social work. Tucker (2008) concluded that social work doctoral graduates with more interdisciplinary training achieved greater academic productivity. Bronstein et al. (2010) have found a high degree of interdisciplinarity in social work programs in the United States, Canada, and Israel, with the most common type being a dual-degree program. Academia is increasingly promoting interdisciplinary education across a variety of disciplines (Knapp & Merges, 2017). Interdisciplinary courses or classes can be found in the areas of public health and law (Van Nostrand, 2016), social work and law (Burry et al., 2011), psychology and literature (Grant 1987; Williams & Kolupke 1986), psychology and the legal system (Bersoff et al., 1997;

Costanzo & Costanzo, 2013; Green, et al., 1987, Werth et al., 2002), and forensics (Clark,

Gerstenblith, Alonso, Wright, & Pandya, 2012).

For underserved populations, collaboration between lawyers and social workers is likely

to result in a synergistic response, in which the whole is greater than the sum of the parts. In

some arenas – legal aid, for example – lawyers and social workers have a lengthy history of

collaborative practice in service of vulnerable populations. To provide context for understanding

relationships between lawyers and social workers, the existing literature on these relationships

will be reviewed. This will be followed by a review of the literature involving student

participation in interdisciplinary projects relating to law and social work. Literature involving the

Theory of Planned Behavior (Azjen, 1991) and concepts of attitude formation will be addressed.

Finally, gaps in the literature will be discussed to provide a rationale for the current study.

Background and Significance

Perceptions of lawyers and social workers differ significantly. As noted in Chapter 1,

despite a shared desire for social changes, legal education and social work education differ

significantly, contributing to different perceptions of the best ways to serve vulnerable clients.

As noted by Aiken and Wizner (2003), legal training not only fails to foster a passion for social

justice, it is designed to neutralize that passion by imposing intellectual rigor, and by teaching

students to be a "dispassionate evaluator" of the client's case and the governing law (p.73). By

contrast, the field instruction that is crucial to social work education requires social work

students to discover how the larger picture (person in environment) frequently creates systemic

and structural concerns that impact the client's needs (Aiken & Wizner, 2003, p. 73). However,

in a small (n=35) exploratory study of Canadian social work graduates, fewer than half of the

respondents reported that their field practicum experience integrated a social justice perspective

(Bhuyan, Bejan, & Jeyapal, 2017). Bhuvan and colleagues (2017) identified lack of integration

of social justice principles through the MSW program as a consistent theme, as well as rigid

dichotomous framing of clinical practice as distinct from social justice.

Despite these differing perspectives, lawyers and social workers have worked together in

collaborative settings for half a century, if not longer. Kane (1975) suggests that social workers

have worked in interdisciplinary teams more than any other professionals. With the creation of

the federal Legal Services Program (LSP), which reframed the provision of legal services to the

poor in the United States, legal services agencies expanded throughout the United States. Under

this new model, in 1966, the Office of Economic Opportunity provided grant funding for the

American Bar Association (ABA) to commission a research project to collect both qualitative

and quantitative data from staff lawyers and social workers at the Chicago Legal Aid Bureau, a

legal agency unique at the time for having social workers on staff (Smith, 1970). Because the

project focused on the Chicago Legal Aid Bureau, it is impossible to say whether the results

were unique to the specific agency, or accurately reflect attitudes in the broader population

(Smith, 1970). Three separate survey questions addressed: (1) the social workers' role in the

agency; (2) problems in the lawyer-social worker relationship; and (3) evaluation of the social

work component. A quantitative semantic differential scale was used to measure attitudes.

Perhaps unsurprisingly, each profession rated the roles played by its own members as more

important than the roles played by members of the other profession (Smith, 1970). However, the

results revealed a much greater difference between the lawyers' mean ratings of lawyers and the

lawyers' mean ratings of social workers, while social workers' ratings for the two professions

were only slightly different. Lawyers appeared to have little understanding about the professional

attributes of the social workers, and frequently seemed to think of the social worker as a personal assistant to the lawyer, rather than a professional with specific skills.

Smith (1970) concluded that "some professional conflict is inevitable" (p.161) and identified a significant source of the conflict between the two professions as a "lack of understanding of – and sometimes lack of respect for – each other's professions" (p.161). While "more formal education concerning the other profession is needed by both, [the study participants] saw the greater need for this on the lawyers' part" (p. 161). The study concluded that one of the primary problems in the lawyer-social worker relationship was something akin to professional competition between lawyers and social workers. The author repeatedly referenced concepts such as "role confusion," "failure to recognize the primary service objective" and "whose client is it anyway" (p.161), suggesting that the roles of lawyer and social worker were entirely distinct and only one professional could be in charge of any particular problem. This could well be a function of the times, as the focus on collaborative efforts involving different professions is a fairly recent phenomenon but may also reflect a bias on the part of the researchers towards primacy of the legal process in a legal aid setting.

Smith's (1970) findings have been duplicated more recently in healthcare settings, with research suggesting that medical residents are less likely to value the team process and less likely to view team members such as nurses or social workers as equals (Leipzig et al., 2002). As Smith (1970) noted almost fifty years ago, when conflict arises in an interdisciplinary team, it is frequently based on status or power, rather than on professional expertise (Interprofessional Education Collaborative Expert Panel, 2011). One challenge to interdisciplinary teamwork involves disagreement about power structures, and whether team members should have equal power in the relationship (Bronstein, 2003, p. 301, citing Toseland, Palmer-Ganeles, &

Chapman, 1986). Tension often results when roles are unclear or boundaries are blurred

(Kisthardt, 2006). Rather than insisting on rigid role boundaries, in Bronstein's (2003) view,

"roles taken should depend not only on a professional's training, but also on the needs of the

organization, situation, professional colleagues, client, and family" (p. 301).

As noted above, lawyers and social workers frequently work together in interdisciplinary

practice settings. It appears as though a subset of lawyers, those working in public-interest

related specialties, for example, share goals similar to those of social workers for achieving

social justice. However, existing research suggests that the use of different lenses may have the

effect of the two professions sharing similar ideals, while playing different roles, but nonetheless

having less than positive impressions and attitudes toward each other. "Intergroup conflict is

often rooted in intergroup stereotyping, prejudice and discrimination" (Ottati et al., 2005, p.

727). A stereotype can be defined as a "cognitive representation of a social group that is stored in

memory. This cognitive representation associates the social group with certain traits (e.g.,

"lazy") or behaviors (e.g., "sleep all day")" (Ottati et al., 2005, p. 727).

Current research has identified a number of barriers to a social worker's authority or

influence on an interdisciplinary team. For example, historical challenges to social work as a

profession may diminish the level of respect shown by other professionals (Flexner, 2001).

Demographic differences between social workers and lawyers (or other team members) may also

play a role. Just over half of master of social work students are white or Asian (56.4%) and the

majority are female (85.0%) (Council on Social Work Education [CSWE], 2017). Although men

and women are almost equally represented in law school classrooms, there are markedly more

men than women actually practicing law several years after graduation (ABA, 2017). It is more

difficult for women and people of color to gain positions of authority in work environments

(Elliott & Smith, 2004).

Additionally, the demographics of both professions have changed significantly in the

decades since the Smith (1970) research was completed. Demographic shifts across both

professions, as well as in society as a whole, may also affect perceptions.

Based on Schilling, Morrish, and Liu (2008), the following statistics were reported: In

1970, 61% of MSW degrees were awarded to women; by 2000, women accounted for 85% of the

MSW graduates; in 1974, students of color represented approximately 22% of the class, and

increased to 26% by 2000. That same year, women accounted for 75% of BSW graduates,

increasing to 88% by 2000; in 1974, the graduating cohort of BSW students was 76% white,

13% African American, and approximately 5% Chicano/Mexican American/Puerto Rican; by

2000, students of color made up 30% of graduates, with white students dropping to 68%.

In 1970, women comprised less than 5% of the attorneys in the United States (Michelson,

2013). At that time, women made up about 35% of the entire U.S. workforce. (Pew Research

Center (2018). By 2010, women were 31.5 percent of lawyers in the U.S. (Michelson, 2013),

and about 47% of the workforce (Pew Research Center, 2018). By 2016, women made up

approximately 36% of U.S. Lawyers (American Bar Association Market Research Department,

2017). In 2016, the New York Times reported that, for the first time, women held more than 50%

of the seats at accredited law schools in the United States (Olson, December 16, 2016). Despite

making up half of law school classes, the ABA reports that in 2017, only 35% of practicing

lawyers were women (ABA, 2017).

Racially and ethnically, the legal profession in the United States continues to be primarily

white. The most recent statistics released by the American Bar Association demonstrate minimal

changes in the numbers of African-American and Hispanic lawyers between 2007 and 2017. In 2007, African American and Hispanic lawyers were just 4% each of the total number of U.S. lawyers. Ten years later, those numbers have barely changed, with each group now comprising 5% of the total (ABA, 2017).

Demographic changes in the United States have contributed to a significant increase in racial and ethnic diversity over the last 50 years. In 1965, whites made up almost 85% of the U.S. population, while today whites are only about 60%, with that percentage projected to drop to 46% by 2065 (Pew Research Center, 2016). Hispanics are expected to increase from 3.5 % of the American population to 29% by 2050 (Pew Research Center, 2012). Asians will increase from .6% in 1960 to a projected 9% in 2050 (Pew Research Center, 2012). These demographic changes, both within the profession and among society at large, may also impact perceptions.

Different viewpoints. Lawyers and social workers approach the problems they see from very different viewpoints. Lawyers assume a level playing field, in which justice means only that procedures are applied fairly and equally (Aiken & Wizner, 2003). By contrast, social workers begin with the realization that the playing field is not level for vulnerable clients, and their job is to search for justice as a substantive, not simply a procedural, matter (Aiken & Wizner, 2003). Conflict is inherent in the legal process, with the goal being to determine a winner and a loser; by contrast, a social worker's goal may frequently be less tangible and more progressive as social injustice is challenged (Aiken & Wizner, 2003).

Over the last 50 years, legal services programs for the poor and underserved have become almost ubiquitous and many of these programs utilize the services of social workers. Nonetheless, research into the collaborative practices in these programs remains limited and dated.

In 1980, using a mailed survey completed by 48 social workers employed in legal services programs across the United States, Craige, Saur, and Arcuri (1982) explored issues related to job satisfaction. These social workers spent most of their time on tasks that included "advocacy, information, collaboration, referral, problem-solving counseling, crisis counseling and community education" (Craige et al., 1982, p. 311). Craige and her colleagues noted the following factors which contributed to the job satisfaction of the social workers surveyed: job responsibilities, identification with agency goals and mission, cooperative relationships with the legal staff, and professional respect by the legal staff (p. 312). The primary factors contributing to job dissatisfaction included: inadequate salary, professional isolation, and an unstable job future (p. 312). However, respondents also noted: Lack of respect by the legal staff, lack of professional autonomy, uncooperative professional relationships with legal staff, and inadequate understanding of the legal system and attorney's role as additional contributing factors to job dissatisfaction (p. 312).

Psychosocial challenges plus legal issues = complexity. Because legal and social problems for poor and underserved communities are frequently interrelated, more complete and longer lasting solutions to these problems may require collaboration between social workers and lawyers in complex and intersecting systems. It is anticipated that increasing social workers' familiarity with and knowledge of legal systems will enhance professional skills and improve a social worker's ability to advocate on behalf of individual clients or arrive at collaborative solutions to specific problems (Craige et al., 1982, p. 316). The National Association for Social Workers (NASW, 1973) has recognized the importance of direct instruction across the legal and social work professions (p. 40).

Many legal problems experienced by vulnerable populations may more accurately be described as socio-legal. An abused woman who receives an eviction notice because a neighbor called the police in response to a battering incident, may be viewed as needing a lawyer to challenge her eviction. Alternatively, the woman could be seen as an individual who needs supportive housing, counseling to address trauma and feelings of poor self-worth caused by years of abuse, job skills training, and child care. Increasing lawyers' familiarity with the professional training and competencies of social workers is likely to improve a lawyer's ability to address legal problems presented by individual clients (Aiken & Wizner, 2003, p. 82). Similarly, increasing social workers' familiarity with the professional training and competencies of lawyers is likely to improve a social worker's ability to address psychosocial problems presented by individual clients (NASW, 1973, p. 41).

A holistic or interdisciplinary approach may be more effective. Interdisciplinary partnerships have long been seen in the natural sciences (van Dijkum, 2001), but are only recently becoming more common in the social sciences. (Suarez-Balcazar et al., 2006). Van Dijkum (2001) suggests that the complexity of social phenomena gives rise to the need to combine different kinds of knowledge to understand, describe, and address complex challenges.

The professions of law and social work frequently address similar or related societal problems, such as poverty and crime; homelessness and mental health; immigration and refugees. These related challenges are typically treated in silo fashion, due to the fact that lawyers focus on the legal system while social workers focus on social problems. When these situations are instead viewed as complex socio-legal problems, incorporating both legal and social aspects, it is logical to assume that more holistic solutions may arise.

"Interdisciplinary" refers to "combining or involving several academic disciplines or professional specializations in an approach to a topic or problem," while "multidisciplinary" relates "to more than one branch of knowledge" (Oxford Dictionary, 2017). Berg-Weber and Schneider (1998) have defined interdisciplinary collaboration as "an interpersonal process through which members of different disciplines contribute to a common product or goal" (p. 698). Bronstein (2003) describes interdisciplinary collaboration as "an effective interpersonal process that facilitates the achievement of goals that cannot be reached when individual professionals act on their own" (p. 299, citing Bruner, 1991). Although multidisciplinary and interdisciplinary are the most commonly used terms, *interprofessional* is also used to describe similar concepts, most often in the medical field (Canadian Interprofessional Health Collaborative, 2010). In the medical context, *interprofessional collaboration* describes "the process of developing and maintaining effective interprofessional working relationships with learners, practitioners, patients/clients/families and communities to enable optimal health outcomes" (Canadian Interprofessional Health Collaborative, 2010, p. 24). In this study, interdisciplinary will be used to describe collaborative engagement between lawyers and social workers, or between law students and social work students in interdisciplinary settings involving both branches (law and social work) of knowledge. Much of the current research in the arena of collaboration between professionals is being done in the medical field and one of the measures to be used in this research, the Interprofessional Perceptions Scale, was originally developed in the medical context. Although literature exists addressing interdisciplinary projects involving social work, almost all of it involves healthcare settings. (Inouye, Bogardus, Baker, Leo-Summers, & Cooney, 2000; Sommers, Marton, Barbaccia, & Randolph, 2000; Cooper, Carlisle, Gibbs, &

Watkins, 2001; Leipzig et al., 2002; Fitzgerald et al., 2006; Baldwin & Dougherty, 2008; Bonifas & Gray, 2013; Park et al., 2014).

The most relevant recent research consists of a report on an experiential program in Australia, in which students from the schools of law, social work, and economics worked together to serve low income residents in a collaborative setting (Hyams, et al., 2013). The Hyams, et al. (2013) study did not specifically measure attitudes or perceptions, or explore the roles played by the different disciplines, but rather was a pilot study designed to explore the benefits of interdisciplinary learning. While concluding that interdisciplinary learning "has a wide range of learning advantages for all participating parties" (p. 160), Hyams et al. did not inquire about the plans or goals of the involved students for future collaborative projects or ultimate employment.

An underlying assumption of the Hyams et al. (2013) research was that a collaborative approach is "intended to achieve a more holistic and sustainable outcome for the client" (p. 160). Addressing mental health issues as a social concern could potentially alleviate many resulting legal problems (see, for example, Carlier, et al., 2018), while addressing social problems in countries of origin could diminish immigration law challenges. When the two professions approach these complex situations as distinct problems, long-term solutions may remain elusive. When different disciplines work in tandem to alleviate the root causes of complex social problems, holistic and long-term solutions may be more likely (Stokols et al., 2003). It seems logical that the same would be true for socio-legal problems and social work and legal teamwork.

To date, there has been no published literature to suggest that interdisciplinary social work and law collaborations improve outcomes for clients. However, there are a number of arenas in which collaborative approaches have been utilized and others in which such

interdisciplinary efforts appear to improve outcomes. (See Carlier et al., 2018; Delavega et al., 2018; McGregor, Mercer, & Harris, 2018; Suarez-Balcazar et al., 2006). Settings in which lawyers and social workers could potentially collaborate include joint workplaces, such as legal aid clinics or non-profit agencies providing intake and referral services for vulnerable populations. Alternatively, these settings might include court systems addressing guardianship of incapacitated individuals or individuals whose mental health issues makes them a danger to themselves or others.

An influx of undocumented immigrant children across the U.S. southern border can be viewed as an immigration crisis, which involves legal systems and legislative policies (See, e.g., Misra, 2015). Alternatively, it could be viewed as a humanitarian crisis, involving complex social and political issues in both the country of origin and the receiving country, issues which include the involvement of international law as well as the immigration legal system (U.S. Subcommittee on the Western Hemisphere, 2014). Addressing the problem of legal status does not resolve issues related to trauma, assimilation, or access to educational, medical, and social services (Betancourt, Newnham, Birman, Lee, Ellis, & Layne, 2017). By combining professional expertise from both disciplines of law and social work, outcomes for these vulnerable individuals may be improved.

County jails are becoming the largest providers of mental health care in many states (Ford, 2015; Szykula & Jackson, 2005). Individuals with serious mental illness are increasingly being incarcerated, rather than receiving appropriate treatment in community centers (Szykula & Jackson, 2005). It is estimated that 10-20% of county jail inmates and 25% of prison inmates have been diagnosed with a serious mental illness, such as schizophrenia, bipolar disorder or major depressive disorder (Mulvey, 2016). While a lawyer may effectively address the criminal

charges, without resolution of the underlying mental health issues, including access to medical

care and treatment, the client will soon be back in crisis. Initiatives to divert individuals with

serious mental illness away from the legal system in the first place include "housing first"

programs and training police officers in crisis intervention techniques (CIT) to de-escalate

encounters with individuals that may lead to violence and subsequent incarceration (Hirschtritt &

Binder, 2017). Once an individual with a serious mental illness enters the judicial system,

specialty courts (mental health courts, drug courts, veteran courts) share a common goal of

addressing causes of behavior, typically by utilizing problem-solving techniques and

community-based treatment plans that include mental health treatment (Hirschtritt & Binder,

2017).

Collaborative education may improve relationships and outcomes. As noted above,

there is little reported research involving law and social work collaboration, and even less

research involving students of the two professions. However, research involving

interdisciplinary collaboration, specifically in educational settings, between social workers and

other medical professionals is more developed, and provides additional context for the current

research.

In the medical context, effective collaboration has been linked to better outcomes

(Leipzig et al., 2002; Sommers, Marton, Barbaccia, & Randolph, 2000). Positive outcomes,

however, are generally linked to well-functioning teams (Inouye, Bogardus, Baker, Leo-

Summers, & Cooney, 2000). Conflict among team members, however, has been linked with

increased incidence of medical errors (Baldwin & Dougherty, 2008). Assuming a similarly well-

functioning legal-social work team would similarly improve outcomes for shared clients,

improving the interprofessional skills of students would appear to enhance cohesiveness of

lawyers and social workers who work together to achieve common goals. This has been the premise of a number of research studies involving interdisciplinary learning between social work students and students in various medical professions (Cooper, et al., 2001; Fitzgerald et al., 2006; Bonifas & Gray, 2013; Park et al., 2014).

In the healthcare field, interprofessional education that brings together students from allied health disciplines for joint learning experiences is considered to be one of the best practices for enhancing knowledge and the ability to collaborate effectively (Clark, 1997; Institute of Medicine, 2003; Fulmer, Flaherty, & Hyer, 2004). Positive learning outcomes, including an enhanced ability to understand different roles (Cooper, Carlisle, Gibbs, & Watkins, 2001), increased confidence working in an interdisciplinary team (Fitzgerald et al., 2006) and increased understanding of students' own unique professional roles (Grossman & McCormick, 2003) have been seen with interprofessional teaching experiences.

Park and colleagues specifically explored whether attitudes of medical, social work and nursing students regarding interprofessional collaboration in geriatric care changed after completing an interprofessional curriculum (Park et al., 2014). Citing a need for students in the health professions to gain understanding of interprofessional collaboration and develop interprofessional communications skills prior to graduation, the School of Social Work, College of Nursing, and College of Medicine at Florida Atlantic University developed a six month long, interprofessional curriculum to bring social work, nursing, and medical students together in teams of 3-4 students for collaborative practice-based learning. The research study explored whether attitudes toward interprofessional collaboration changed after completion of the curriculum, and also whether there were any significant differences in the attitudes held by the different groups of students (medicine, social work and nursing) between pretest and posttest.

The study results showed a significant change in attitudes toward all three pairs of collaboration (Physician-Nurse, Physician-Social Worker, Nurse-Social Worker) after completing the interprofessional curriculum. The medical students recorded the most positive change in attitudes toward all three pairs of collaborations.   Interestingly, both social work and nursing students showed a negative change in attitudes toward collaboration with medical students following the six-month curriculum. (Park et al., 2014).

A smaller scale (four-day) intervention by Fitzgerald and colleagues (2006) used a series of interactive seminars to address basic concepts of team care, chronic illness model, counseling skills for behavioral change, and interpersonal communication with medical, pharmacy, nursing, and social work students. The research indicated that the students demonstrated increased understanding and confidence in participating in an interdisciplinary collaborative team (Fitzgerald, et al., 2006).

Training has been shown to improve competence, cultural sensitivity, and quality of service in healthcare organizations (Morganti et al., 2014). Delavega and her colleagues have concluded that social workers will function more effectively and efficiently in an interdisciplinary setting when educational practices teach interdisciplinary skills within a well-grounded framework that guides the social work professional identity (Delavega, et al., 2018).

Although the literature in other contexts is well-developed, there is little recent research to address interprofessional collaboration, either professionally or educationally, for the fields of social work and law. Although both law and social work place an emphasis on advocating for justice on behalf of their clients, research suggests that legal education and graduate social work education have developed their teaching methods in significantly different ways (NASW, 1973; Brown et al. 1970). When students are socialized into the particular ways of thinking related to a

single discipline, such as law or social work, the result tends to be "mutual incomprehension" when specialists from different subjects try to collaborate or communicate (Woods, 2006, p. 854). Weinstein (1999) has described the fundamental difference between law and social work as "'tell me more' versus 'get to the point'" (p. 391). The end result of this divergence of two professions appears to be a devaluing of the contributions made by the other (NASW, 1973; Smith, 1970; Walsh, 2012), to the detriment of the clients sought to be served. "Moreover, mutual ignorance and an unfortunate lack of collaboration between lawyers and social workers have tended to promote certain alienation if not antagonism between the members of the legal profession and social workers" (Brown et al., 1970, p. 107). In a recent study, "one of the most common complaints from the social workers . . . was that they were not valued as professionals in their own right by their legal colleagues" (Walsh, 2012, p.759).

Even legal professionals who regularly work with social workers appear to lack a full understanding of the underlying competencies and values of the social work profession. For example, Bernstein (1977), an attorney who identified himself as an adjunct professor of social work, suggested that specific training is necessary for social workers to do their jobs during "sensitive periods," such as end of life, and concluded that social workers should "elicit a favorable response" and "produce the desired action," which was to execute appropriate estate planning and medical directive documentation (p. 151). This position reflects a fundamental misapprehension regarding the ethics and values of social workers. Specifically, social work's person-centered approach does not lend itself to a "desired result," but rather to the result that the client determines is the best result for that client and his or her family (NASW, Code of Ethics, 1.02). Bernstein appears to embrace the idea that there is a "correct" solution to complex psychosocial-legal problems, such as estate planning during a medical crisis, rather than the

more holistic approach typically embraced by social workers. While few would question the benefit of properly executed end-of-life documentation and planning, the idea that there is a single correct answer to a problem reflects a typically legal response.

The goal of the current research is to begin to fill some of the gaps in the knowledge base surrounding interdisciplinary collaboration involving lawyers and social workers, by exploring the attitudes of students of law and students of social work toward the other profession prior to having significant experiences with the other profession. Armed with this knowledge, schools of law and social work will be better positioned to embrace direct learning strategies regarding the other profession and determine the best ways to enhance collaborative learning before attitudes become ingrained.

Over 40 years ago, the National Conference of Lawyers and Social Workers, a committee formed under the auspices of the Family Law section of the American Bar Association (ABA), issued a series of recommendations to law and social work schools to encourage interdisciplinary learning (Brown et al., 1970, pp. 108-109; NASW, 1969, pp. 39-41). These recommendations were adopted by both the ABA and the NASW and included: (1) Introduction of "material and personnel from the field of social work . . . at all relevant points in the law school curriculum" (Brown et al., 1970, p. 108; NASW, 1969, p. 40); (2) Introduction of "future social workers to the legal process in a meaningful way so that they may be able to recognize the legal problems of the persons whom they serve" (Brown et al., 1970, p. 108; NASW, 1969, p. 40). The authors noted "It will be particularly helpful for social work students to understand basic legal institutions and to know of the expanding nature of the guarantees in the Bill of Rights" (Brown et al., 1970, p. 108; NASW, 1969, p. 40); and (3) Faculties of law schools and schools of social work should engage "by dialogue and other methods" to "become ever more aware of their

mutuality of interests and the increasing number of matters of common concern to both professions" (Brown et al., 1970, p. 109; NASW, 1969, p. 41). The recommendations concluded with a statement that forms the heart of this research: "If a feeling of mutual understanding and trust is to exist between members of the legal profession and members of the social work profession, it would seem that the best way of creating this feeling would be to have it start at the heart of the educational work" (Brown et al., 1970, p. 108; NASW, 1969, p. 41).

Despite these strong statements by the governing bodies of both professions, a comprehensive search of the literature reveals only a single follow-up study, conducted in 1971 (Hazard, 1972). The Hazard (1972) research, described by the author as a "pilot study," had as its focus a survey of universities having both law and social work programs, seeking information about whether interdisciplinary courses existed, where there were joint appointments of faculty, whether there were practice courses across the two disciplines, and if there were such programs, in which school they were centered (p. 425). Fifty universities were identified as having both programs and were mailed questionnaires. Thirty-six law schools and 38 schools of social work returned the questionnaire. For reasons not identified in the published results, the questionnaires sent to the schools of social work were completely different from the ones sent to the law schools. For example, the first question asked of the law schools was "Does the Law School offer special course(s) for Social Work students?" (p. 435), while the question asked of social work schools was "Does the School of Social Work offer Law courses for social workers taught by an attorney?" (p. 436). Schools of social work were not asked whether they offered "special courses for law students," and schools of law were not asked whether any courses were offered for law students in which a social worker was the instructor. Both schools were, however, asked about "courses offered under joint auspice" and "joint appointments of faculty" (p. 435, 437).

Seventeen of the responding universities reported "collaborative learning experiences" in external field placements. Four of the responding schools reported having joint appointments of faculty. Out of the 38 social work schools responding, a total of 16 individual faculty members held both law and social work degrees, and 25 of the social work schools offered law courses taught by an attorney. Of the 36 law schools reporting, only 2 offered "special courses" for social work students, although 20 schools permitted social work students to enroll in regular law school classes (Hazard, 1972, pp. 426-432). At the time this research was conducted, it does not appear that any of the universities offered a dual or joint J.D./M.S.W. degree.

Currently, there are over 200 accredited law school programs in the United States (ABA, 2018) and over 200 accredited master of social work degree programs in the United States (CSWE, 2019). Although no research was found collecting data on the number of joint J.D./MSW programs was located, a simple Google search reveals in excess of 50 universities offering joint programs in law and social work. In the almost 50 years since the Hazard (1972) research was conducted, it is clear that much has changed.

While it is unknown precisely why research in this area did not continue after these initial calls for action, the National Conference of Lawyers and Social Workers, which drove the initial research, appears to have disbanded by the early 1970s. Currently, the American Bar Association website makes no mention of a committee or section related to law and social work. The National Association of Social Work website likewise makes no mention of initiatives related to joint or collaborative education between lawyers and social workers.

Although many U.S. universities offer joint programs in social work and law, research suggests that truly collaborative education is rare. Bronstein et al. (2010) has reported that most interdisciplinary social work programs consist of dual degree programs. Van Norstrand (2016)

describes the silos in which law students and public health students are educated, before

reporting on her efforts to create a truly interdisciplinary course at the University of Pittsburgh.

Delavega and her colleagues (2018) report on the need to train master's level social work

students in the skills needed to work effectively in interprofessional healthcare teams.

Instead, students are simply required to complete a certain number of hours in both

disciplines to receive a joint degree. Students not involved in these joint programs are unlikely to

receive any direct instruction related to the professional roles and practices of the other

profession. It is anticipated that engagement in collaborative learning processes while students

will enhance skills of both professions after graduation, and will, over time, contribute to more

lasting, collaborative solutions to many of the problems faced by both professions. By learning

more about the roles played by both professions in interdisciplinary systems, and working

together in interdisciplinary contexts, emerging social workers and lawyers will become more

confident and competent advocates for their clients (Harris & Bernstein, 1980). "The

understanding and insights that will develop as part of the students' clinical experience will have

more depth and breadth than they would have if the disciplines were operating separately"

(Hyams et al., 2013, pp.169-170).

Significant Gaps in the Existing literature.

Given the passage of more than 40 years since the NASW and ABA recommended

schools of law and social work emphasize interdisciplinary collaboration between the two

professions, the dearth of recent research on perceptions and attitudes of law and social work

students represents a significant gap in the literature. A number of small-scale projects have

attempted to measure different aspects of interdisciplinary collaborations. None, however, have

sought to assess attitudes of "naïve" students, that is, students who have not yet been exposed to actual interdisciplinary practice.

The existing literature on collaborative projects involving social work and law largely focuses on professionals rather than students. As discussed above, the most comprehensive research in the arena of law and social work is extremely dated, involved practicing lawyers and social workers, and is based on data obtained in 1967. More recently, only a single study was found to address student-based collaboration between students of law and students of social work (Hyams et al., 2013).

In a pilot project that began in July 2010, the faculties of Law, Business and Economics, and Medicine at an Australian university placed students from law, finance, and social work in a multi-disciplinary clinic at a community legal services organization operated by the university (Hyams et al., 2013). The authors provide very limited qualitative data, and do not address the number of students involved, the number of clients served, or any specific benefits achieved by either the students or the clients. Instead, the researchers provide anecdotal evidence regarding perceived benefits, and addresses concerns associated with the different ethical and professional roles of the different disciplines. The researchers addressed three main themes: the learning benefits achieved by placing students from diverse disciplines together as a team to assess legal services clients in a holistic fashion; the challenges of dealing with the different ethical and professional guidelines in place for the different disciplines; and the process of supervision in an interdisciplinary setting. The researchers concluded that interdisciplinary training appears to present a wide range of learning advantages for all participating parties. The article did not, however, discuss or address benefits to clients, and provided only limited qualitative data, most of it anecdotal, and no quantitative data. The authors describe this as a pilot program, with a

desire to collect empirical data as the project continues over a span of years. No follow up research appears to have been published to date.

A comprehensive project focused on the collaboration between health and social care in the United Kingdom (Fatchett & Taylor, 2013). A series of workshops were created, designed to provide community practitioner students with the academic knowledge and skill to work collaboratively with others. The workshops were created in response to the publication of proficiency standards which set out the values, behaviors and work processes expected of community practitioners, which included diverse professionals such as child welfare workers, community midwives, general practitioners, and specialist mental health workers. The workshops utilized fictitious, complex, and challenging family network vignettes, using staff professionals and students to play the different family roles. The students met six times over the course of an academic year, addressing increasingly complicated facets of the family's life. Although the researchers address the creation of the vignettes and the workshop format is addressed in detail, the article primarily contains anecdotal reports as to the effectiveness of these workshops as a teaching tool and does not include any specific qualitative or quantitative data comparing the workshops to more traditional methods of instruction or assessing attitudes of participating students.

Turning to studies involving professionals, Faller, Gravarek, and Vandervort (2009) explored the perceptions of public and private agency child welfare workers in terms of their level of comfort with the court work components of their jobs at baseline and after six months on the job. The sample consisted of 425 public and private child welfare workers from one state, all of whom were new to child welfare work. Using a 7-point Likert scale (very uncomfortable to very comfortable), participants were asked to rate their comfort with various aspects of their

roles. The survey also asked to rate how well their initial training had prepared them for working with legal issues and the courts, using a 4-point Likert scale (not well at all to very well). However, they did not operationalize or compare different types of on the job training, but instead focused on demographic differences related to comfort levels.

In a doctoral dissertation, Levy (2003) conducted a quantitative exploratory study examining the relationship between the inter-professional perceptions of social workers and lawyers and their perceived levels of collaboration, specifically in the context of the Washington, D.C. child welfare system and efforts to move children from foster care to adoption. The research sample consisted of 75 social workers and 66 lawyers. Levy utilized the Interprofessional Perception Scale (Ducanis & Golin, 1979) to measure perceptions of guardians *ad litem*, all of whom were lawyers, and social workers. The scale included questions such as "persons in this profession are competent;" "persons in this profession are highly ethical;" "persons in this profession understand the capabilities of the other profession;" and "persons in this profession are well trained" (Levy, 2003, Appendix C). The higher one profession perceived the other, the higher the perceived level of collaboration. Like most published research, Levy's study addressed relationships between social workers and lawyers in the field after they had experienced a working relationship with the other profession.

Using the TPB framework as one's attitude interacts with a component of planned behavior, this research will explore the perceptions and attitudes of social work and law students regarding their own and the other profession, their intentions to engage in interdisciplinary practice following graduation, and the ways in which those perceptions affect planned behavior.

Theoretical Framework

The theoretical framework for this study is guided by the Theory of Planned Behavior with a main focus on attitudes as those attitudes impact intent to collaborate in the future.

Collaboration. "Collaboration" describes a situation in which individuals from one or more disciplines work together in settings in which their practice areas overlap (Barr, 1998). In social work literature, "*interdependence*" is frequently used in connection with concepts of "teamwork." (Bronstein, 2003, p. 300). A critical component of interdependence is a clear understanding of the roles played by each professional on the team (Billups, 1987; Mattessich & Monsey, 1992). As Bronstein (2003) noted, "professionals need to be secure in their own roles to know what they can offer and, in turn, what they can rely on others to provide" (p. 300).

Despite shared clients and goals, the ability of social workers and lawyers to work together, however, may be hampered by the different perspectives discussed earlier. Lawyers are trained to be analytical (Gantt, 2007), and to view legal problems dispassionately and without emotion (LaRue, 2001). Based on extensive research using the Meyers-Briggs Type Indicator,[6] several researchers have reported that lawyers tend to be "thinkers" as opposed to "feelers." (Daicoff, 1997; Peters, 1993; Richard, 1993). Social workers, on the other hand, learn to explore systemic and social roots of client problems (Aiken, & Wizner, 2003; Galowitz, 1999; Slater & Finch, 2012).

Since this research seeks to explore the perceptions and attitudes of students at a time of pre-collaboration, prior to entering the workforce, it examines how one's current views toward collaboration may affect future behavior in a collaborative environment. Existing research sheds

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[6] This reference is not meant to suggest the validity of the Meyers-Briggs Type Indicator as a valid research tool, but only to provide context for commonly accepted perceptions of lawyers.

light on the perceptions of working professionals in collaborative settings, but does not address the ways in which current students approach the idea of working together with the other profession before the completion of their studies. By identifying pre-collaborative perceptions, this research will provide guidance for both education and practice, with the goal of enhancing and shaping future collaborative endeavors.

       Attitude. In the context of this research, the fundamental inquiry is whether social work students and law students find the idea of working with the other profession in interdisciplinary practice a positive or negative one. The term *attitude* describes an "individual's overall, bipolar evaluation of an object or behavior (bad versus good)" (Ottati et al., 2005, p. 710; *see also* Fishbein & Ajzen, 1975). Eagly and Chaiken (1993) have described attitude as "a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor" (p. 1). Alternatively, attitude has been defined as "a tendency to act in a determined way that is expressed in an evaluation in favor of or against an object, and that is influenced by the intervention of cognitive, affective and behavioral elements" (Sabatés & Capdevila, 2010, p. 1286). Although the evaluative component is critical to both of these definitions, for purposes of this research, the important feature of both is that action tends to follow the evaluation (Azjen, 1991, p. 188). For example, if the evaluation is negative or unfavorable, the following action may be to avoid that entity or event or activity. By contrast, if the evaluation is favorable or positive, the individual is more likely to accept and join in that activity or with the people in that entity.

       Interprofessional engagement. Attitudes also influence "intergroup" processes, that is, engagement that involves at least two distinct groups (Ottati et al., 2005, p. 727). While social workers and lawyers share many similar goals, the two professions frequently use very different

lenses to examine problems and develop solutions. As noted by the National Conference on Lawyers and Social Workers, "there has been an emphasis in legal education on advocacy which may have over-shadowed or de-empathized the lawyer's role as counsellor and mediator. Similarly, in social work education there may have been a lack of emphasis on the legal rights and responsibilities of persons and an overemphasis on "[the client's] human needs as a victim of social injustice" (Brown et al., 1970, p. 108; NASW, 1969, p. 39).

Planned behavior and reasoned action. The theory of planned behavior, and its predecessor, the theory of reasoned action, has as its central focus an individual's intention to perform an action or behavior (Ajzen, 1991, p. 181). The intention to perform a particular behavior is moderated by other factors. The first factor in the theoretical model is "attitude toward the behavior" (Ajzen, p. 188). The second factor "is a social factor termed *subjective norm*; it refers to the perceived social pressure to perform or not to perform the behavior" (Ajzen, p. 188). The final factor in determining intention to perform is the component of "perceived behavioral control," a similar construct to self-efficacy (Ajzen, p. 184). According to Ajzen, the relative importance of each of these factors will vary depending on the behavior being examined and the situation (p. 188). This research focuses primarily on the component of behavioral attitudes, and does not address actual behaviors, as the students, who are in the first semester of their graduate programs, have not yet experienced the final behaviors. See Figure 1.1, below.
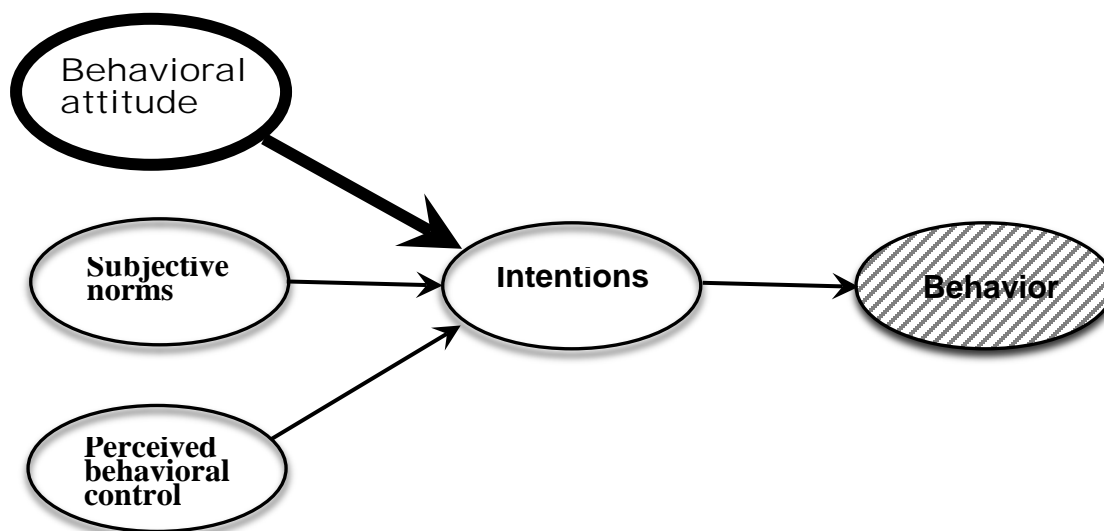
Figure 1.1. Conceptual framework describing impact of prior perceptions on intention and behavior. Source: Azien 1991.

Because of the influence attitudes have on intergroup processes as well as in determining intentions (Ottati et al., 2005), this research will focus primarily on the first factor: the perceptions and attitudes of students with respect toward their own and the other profession, and examine how this factor impacts the expressed intention to work in interprofessional practice following graduation.

Statement of Purpose

This review of the literature has been undertaken to a) provide context to understanding perceptions and attitudes of lawyers and social workers towards each other and interdisciplinary practice; b) identify gaps in the research specific to perceptions and attitudes of students of law and social work towards their own and the other profession, and towards collaborative practice; and c) synthesize current and extant research regarding attitude, reasoned action and planned behavior with a goal of exploring how the views of students predict planned behavior in interdisciplinary and collaborative contexts following graduation. Accordingly, the purpose of

this study is to analyze the perceptions and attitudes of students of law and social work towards each other and the other discipline and determine the factors that influence intentions to engage in interdisciplinary practice following graduation.

Summary of Chapter 2

The literature to date suggests that lawyers and social workers, while sharing common goals of achieving social justice, approach their similar goals with limited knowledge or understanding of the skills and strengths the other profession brings to the table in collaborative projects. Professional education programs in colleges and universities are the logical environments in which to enhance understanding and improve knowledge across disciplines. Given the lack of research data exploring these concepts in a student population, this research has as its primary goal a deeper understanding of these perceptions in students new to the study of either law or social work. This research is innovative in that there is limited published research regarding the perceptions and attitudes of students of law and social work toward each other, and future interdisciplinary or collaborative work to enhance and improve social justice for marginalized or underserved populations. Despite the fact that complex socio-political-legal problems dominate news, internet and twitter feeds, there is limited research on the building blocks of interprofessional practice: how different disciplines perceive each other and how that impacts future intentions to collaborate.

The main research questions examine the perceptions and attitudes of students in two areas of study (law and social work) toward their own and the other profession, and how those perceptions and attitudes affect student intentions to engage in interdisciplinary collaboration following graduation. Based on the Theory of Planned Behavior, it is hypothesized that those

with better perceptions and attitudes regarding the other profession will have higher intentions to collaborate.

As discussed in more detail below, participants will be asked whether they have any experience working in a multidisciplinary setting prior to beginning graduate school. The research examines whether experience prior to beginning graduate school influences current perceptions and attitudes, or influences intentions to practice collaboratively following graduation. It is hypothesized that those with prior experience will have more positive opinions about both professions, and that those with prior experience will be more likely to express an intent to practice in an interdisciplinary setting following graduation.

Chapter 3 Methods

This study seeks to understand the perceptions and attitudes of social work students and law students towards their own profession and the other profession in two specific areas: (1) general perceptions of each profession and (2) attitudes regarding the collaborative value each profession adds to interdisciplinary practice. Based on the background and literature discussed above, for purposes of this research, it has been assumed that collaboration between lawyers and social workers is a positive thing and should be encouraged. The Theory of Planned Behavior (Azjen, 1991) suggests that a number of factors influence future planned behavior, and subsequent research supports its ability to change planned behavior (Montanaro & Bryan, 2014). Accordingly, this research was designed to assess attitudes and plans early in the academic careers of students of law and of social work, ideally before significant professional socialization has taken place and begun to affect opinions and future plans.

This research further examines the relationship, if any, between those perceptions and attitudes and students' future intentions to engage in interdisciplinary collaboration following graduation. Although this study is grounded in prior research involving collaborations between professional lawyers and social workers, its method is designed to address students' pre-collaborative perceptions and attitudes, before they are affected by field or clinical experiences, or post-graduation work environments and relationships.

Operational definitions:

Area of study (law or social work). Study participants were drawn from the University of Houston Law Center (UHLC) and the University of Houston Graduate College of Social Work (GCSW). The variable "area of study (law or social work)" refers to the program in which

the student is currently enrolled. Students enrolled in a joint program were excluded from the

study, making this a dichotomous variable (law/social work).

Attitudes. As discussed below, the Collaborative Practice Scale (CPS) was used to

measure participant views regarding the value added by each of the two professions (law and

social work) to collaborative practice. Merriam-Webster (2019) defines "attitude" as a feeling or

emotion toward a fact or state.   In the context of this research, "attitude" or "attitudes" will be

used to describe participant views of collaborative value, to distinguish student views about

collaborative value from the views expressed in response to the IPS (see below).

Experience. Participants were asked a dichotomous (yes/no) question regarding prior

experiences "Do you have any experiences working or volunteering in an interdisciplinary or

multidisciplinary setting?" No definition of "interdisciplinary" or "multidisciplinary" was

provided, and participants were permitted to answer the question in accordance with their own

definition of the terms. As noted below, participants provided qualitative responses indicating the

types of settings in which they had experience, but for purposes of this research, no further

analysis was conducted with respect to the types of experience reported.

Perceptions. As discussed below, the Interprofessional Perceptions Scale (IPS) was used

to measure the views of participants with respect to the professions of law and social work.

Merriam-Webster (2019) defines "perception" as a "mental image." In the context of this

research, "perception" will be used to describe participant responses to the IPS, to distinguish

those views from those supplied in response to the CPS.

Profession. Participants were asked to answer survey questions regarding their opinions

of the profession of law and the profession of social work. As used in this research, "profession"

is a dichotomous variable referring either to the profession of law or to the profession of social work.

Specific aims and hypotheses.

The specific aims and hypotheses for this study are stated in relation to two professions, social work and law, and with respect to graduate students of law and social work.

Specific aim 1. To assess the perceptions of social work students and law students with respect to their own and the other profession.

H1-1: There will be significant differences between social work students and law students in terms of perceptions toward their own and the other profession. Based on existing literature with professional populations, it is expected that the students will have similar perceptions regarding their own professions, but that social work students will have more positive perceptions toward lawyers than law students will have towards social workers (Brown, et al., 1970).

H1-2: Students' interprofessional perceptions will vary based on prior experiences. Based on existing literature, it is anticipated that prior experience with interdisciplinary practice will improve their perceptions toward interprofessional collaboration (Azjen, 1991).

H1-3: There will be a significant difference in student perceptions of the two professions (law and social work) based on area of study (law or social work) and whether students have prior experience. The Theory of Planned Behavior (Azjen, 1991) suggests that exposure to different concepts and ideas tends to improve perceptions of those concepts or ideas. As there is no available literature incorporating the variables being examined in this research, this hypothesis is exploratory.

Specific aim 2. To assess the attitudes of law students and social work students regarding the collaborative value added by the professions of law and social work.

H2-1: There will be significant differences between law students and social work students with respect to attitudes regarding the value each profession adds to interdisciplinary practice. Based on existing literature with professional populations, it is expected that both professions will perceive social workers as more engaged in collaborative practice than lawyers, but it is unclear which profession will be perceived to have added value.

H2-2: Collaborative attitudes toward each profession will vary with prior experiences. It is anticipated that prior experience will improve student attitudes (Azjen, 1991).

H2-3: There will be a significant difference in student attitudes regarding the value each profession contributes to collaborative practice based on whether the student is studying law or social work and on whether the student has prior experience. The Theory of Planned Behavior (Azjen, 1991) suggests that attitudes are positively affected by experience.

Specific aim 3: To assess the intentions of law students and social work students with respect to planned involvement in interdisciplinary practice following graduation.

H3-1: There will be a significant association between area of study (law or social work) and intention to engage in interdisciplinary practice following graduation. Based on the existing literature (Azjen, 1991), and the historically collaborative nature of social work practice, it is anticipated that social work students will report a greater degree of planned involvement in interdisciplinary practice than will law students.

H3-2: Prior experience will be significantly associated with an increased intention to practice in an interdisciplinary setting. As there is no specific literature addressing this hypothesis, the research is exploratory. However, it is believed that increased knowledge of the skills and

strengths of the other profession will enhance opinions, which, according to Azjen (1991), should lead to higher intentions to collaborate.

H3-3: Factors that include area of study (law or social work), prior experience, perceived collaborative value, and interprofessional perceptions will be significantly associated with intention to practice in interdisciplinary settings. Existing literature does not address whether the elements of the Theory of Planned Behavior (Azjen, 1991) will specifically influence decisions to work in interdisciplinary settings. However, Azjen's theory does suggest, generally, that higher scores on opinions, self-efficacy, and subjective norms with respect to interdisciplinary practice will predict intentions to collaborate. As noted above, the focus of this research is on attitudes, but the identified factors roughly approximate the Azjen elements, in that perceived value of collaborative practice is a similar concept to subjective norms, and prior experience suggests the possibility of future practice, approximating the idea of self-efficacy.

The Research

Graduate students currently enrolled in the first semester of their first year at the schools of law and social work at the University of Houston, a large public university in a diverse community setting, form the study sampling frame. As a cross-sectional design, this study measured student perceptions, attitudes, and intentions at a single point in time. Demographic analyses were performed to determine differences between the two groups in terms of gender, ethnicity, age, and prior experiences. Comparisons were made between law students and social work students, and between students with past experiences and students with no prior experience in interdisciplinary settings. Finally, regression analyses were used to determine whether current opinions predicted intentions for future collaborative practice.

Research design

Using a cross-sectional design, this research explores the views of law and social work students, along with their intentions regarding future interdisciplinary professional practice. By surveying students from both disciplines, and by doing so during the first semester of their graduate education, the survey examines student opinions before those views are affected by the academic environment, field or clinical experiences, or post-graduation work environments and relationships. As there is no published research regarding the views of law and social work students toward their own or the other profession, at any point during their academic careers, it was determined that this research would attempt to provide a baseline understanding of those views as early as possible. Accordingly, the research design incorporated data collection in the first weeks of the first semester of the first year of the graduate programs.

Research setting.

The University of Houston is one of the top national universities in the United States for campus ethnic diversity (U.S. News, n.d.) with its ethnic and gender diversity scores of 93 out of 100, respectively, and an overall diversity rank of 163 out of 2,475 or 83 out of 100 (22 percent higher than the national average) (College Factual, 2018).

Incoming Law Center students in the 2018 class speak 25 different languages, with a diverse class composition of 10.2% Asian/Pacific Islanders, 22.1% Hispanic students, 6.2% African-American students, and 1.3% identifying as Native American. The diversity noted in the first-year class is substantially greater than the demographics noted above for practicing lawyers. Women compose 46.5% of the class (University of Houston, n.d.). The Law Center offers both a full-time and a part-time program. For part-time students, first year classes are offered entirely in the evenings (University of Houston, n.d.).

Students in the 2018 GCSW class speak more than 20 languages, 56% are ethnic minorities, and 42% are bilingual or multilingual (University of Houston, n.d.)[7]. The GCSW offers three enrollment models: face to face; hybrid, and online. Face-to-face students have the option of attending full or part-time, with classes and field placements primarily offered during the day. Face-to-face students may choose between a clinical practice and a macro practice concentration. The hybrid program typically enrolls working professionals, with classes delivered 50% online and 50% in person, with the face-to-face classes offered on one or two Saturdays per month. Students enrolled in the fully online model may reside in Houston or anywhere else in the country. Students enrolled in the hybrid and online curriculum are exclusively clinical in their concentration (University of Houston, n.d.).

Both the UHLC and the GCSW offer field-based experiences designed to enhance access to social justice and to engage students in experiential learning environments that include collaborative practice. For social work students, field education is a mandatory component of the curriculum, with full-time students required to complete between 900 clock hours of field practicum (University of Houston, n.d.). Over 200 social services agencies in the Greater Houston area and beyond partner with the GCSW to provide students with opportunities to apply classroom theories in practice settings. These agencies include traditional social services agencies such as Jewish Family Services and Catholic Charities, but also include non-traditional placements that offer opportunities to work in settings in which law and social work intersect, such as the Harris County Probate Courts, Tahirih Justice Center, and KIND – Kids in Need of Defense.

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[7] The two programs capture and report slightly different demographic information, thus precluding precise demographic comparisons.

By contrast, although the Law Center offers a number of opportunities for clinical skills training, the only mandatory skills training takes place in the first year of the curriculum, and addresses legal research, legal writing, and legal advocacy (University of Houston, n.d.). Law Center Clinics, however, offer students the opportunity for hands-on, practical experience in the legal profession, while providing pro bono legal representation to indigent clients and communities in the areas of civil practice, consumer law, immigration, mediation, and entrepreneurship and community development. The Law Center does not offer formal programs in which law and social work collaborate, but in recent years, the PI for this research has worked with faculty from the Law Center to bring together law and social work students to assist detained immigrant women and children pursuing asylum claims.

Sample selection.

At the University of Houston, faculty from the Law Center (UHLC) and Graduate College of Social Work (GCSW) agreed to assist with recruitment of research participants. Following the completion of the pilot, social work students were recruited from five sections of a first year Foundation curriculum course offered in the fall semester 2018. Each of these classes enrolls between 20 and 30 students. Simultaneously, law students were recruited from eleven sections of Legal Skills and Strategies, a required first-year practice course offered in the fall of 2018. Each section enrolls between 10 and 15 students, with the night school cohort enrolling approximately 30 students in a single section. Inclusion criteria were first-year law students enrolled in Legal Skills & Strategies at the UHLC who agreed to participate in the study, and first-year master's students enrolled in Foundation Research at the University of Houston Graduate College of Social Work who agreed to participate. Classes were chosen on a

convenience basis, with the assistance of faculty colleagues who had previously expressed a

willingness to participate in this project.

With the permission of individual instructors, the survey was intended to be administered

during regularly scheduled class time, with participation rates expected to approach 90%. In

practice, all of the social work instructors allowed the survey to be administered during class

time, and the participation rate was 100%. The law school instructors were willing to allow

recruitment to take place during class time, but did not set aside class time for the surveys to be

completed. As a result, the participation rate (40%) was less among law students.

A non-probability convenience sample of students was drawn from students enrolled in

first year courses in the UHLC and GCSW. Drawing on professional contacts, all Legal Skills &

Strategies instructors at the UHLC were contacted along with a request to visit individual classes

to facilitate recruitment, and a request that the surveys be distributed to first year students. All

but one of the individual UHLC classes were visited to facilitate recruitment, and all instructors

agreed to distribute the surveys to students in their classes, and agreed to provide follow-up

reminders.

Similarly, faculty teaching Foundation Research at the GCSW were contacted and asked

to assist in the facilitation of data collection. All instructors agreed to forward the link to their

students and agreed to provide class time to administer the surveys.

At the time of this study, the Graduate College of Social Work enrolled approximately

350 students in its MSW program. Approximately 245 students were in their first year of study,

but that number includes online students (n=21) and advanced standing students (n=68). On-line

students were not enrolled in Foundation Research at the time data were being collected, and

were excluded from the sample. Advanced standing students, who enter the MSW program with

a bachelor's degree in social work, are exempt from the Foundation research course from which

participants were drawn, and were thus also excluded from the sample. As a result, 146 social

work students were eligible participants.

At the time of this study, the UHLC enrolled approximately 700 students in its JD

program, approximately 200 were in their first year of study.[8] Thirty students are enrolled in the

part-time program. Unlike the on-line program at the GCSW, the part-time program at the

UHLC meets face-to-face and participates in the Legal Skills & Strategies class at the same time

as the full-time students. As the part-time students were enrolled in the same coursework as the

full-time students, and had received similar professional socialization in the academic setting, the

decision was made to include those students in recruitment efforts.

Based on power analysis, which will be discussed further in Chapter 4, the recruitment

goal for this study was 200 students, 100 students per cohort.

Figure 3.1 illustrates the survey recruitment flow.

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[8] The JD program is a 3-year curriculum, while the full-time MSW program is completed in two years.
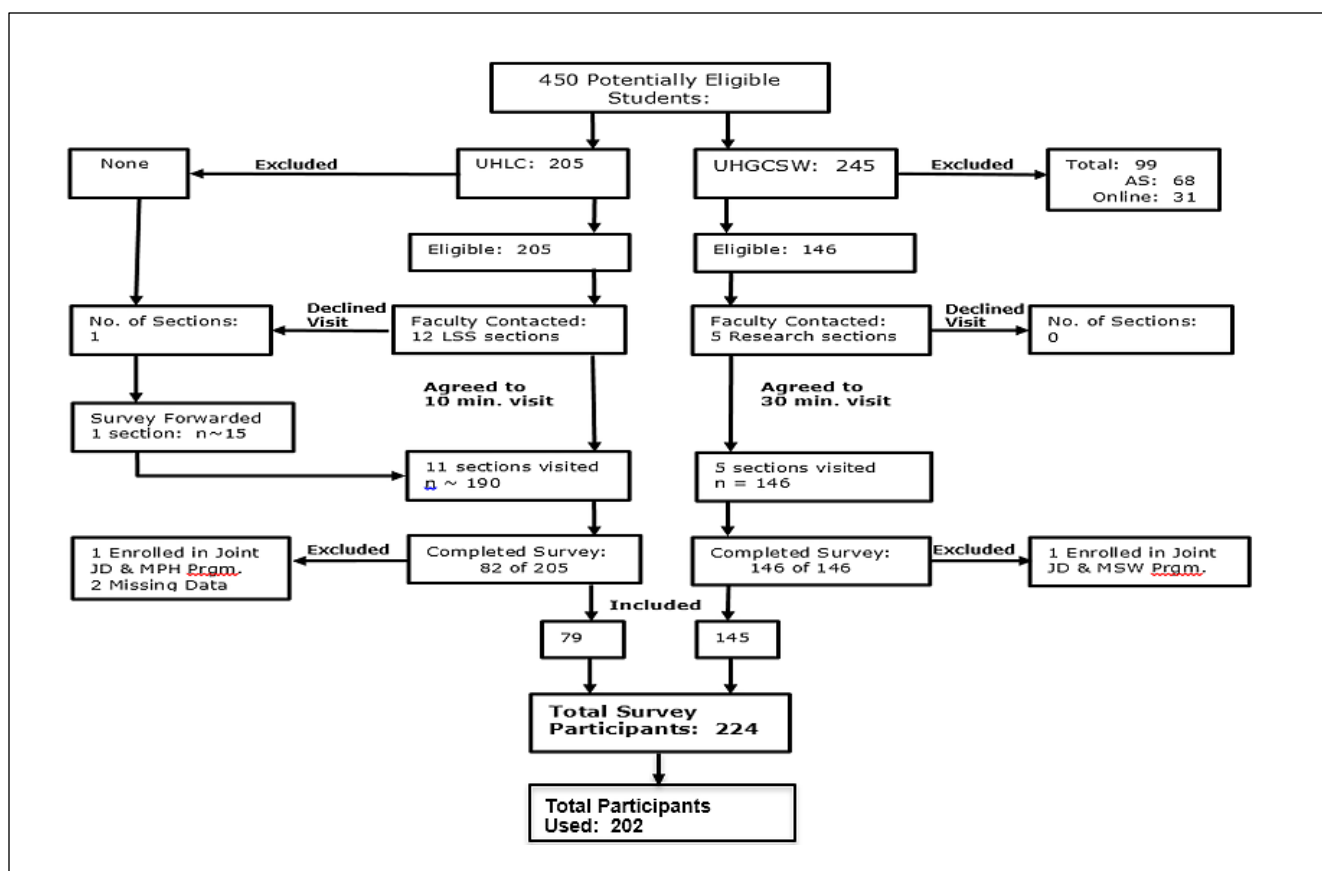
Figure 3.1. This figure demonstrates the participation recruitment flow.

Online social work students (n=31) were excluded from study recruitment because those students have a delayed start to the fall semester, and were not enrolled in classes at the time data were collected. Advanced standing (AS) social work students (n=68), who are students who begin the master's program with an undergraduate degree in social work, are exempt from the Foundation research course from which the sample was drawn, and thus were also excluded. One student from each cohort was excluded due to enrollment in a joint program, and two law students were excluded due to missing data. A total of 224 participants, comprising 145 social work students (64.7%) and 79 law students (35.3%) completed some or all of the survey. Before further analysis was performed, the data were screened for missing values and outliers. For unknown reasons, there was more missing data associated with the Interprofessional Perceptions Scale, with 21 participants failing to complete that portion of the survey. One outlier was

excluded due to answering all questions on both surveys with the highest possible value. An

additional two outliers were excluded at the bottom of the scale due to answering all questions on

both surveys with the lowest possible values, again suggesting a lack of thoughtfulness in

responding. The final sample consisted of 202 participants, with 132 (65.3%) social work

students and 70 (34.7%) law students.

Measures

The complete survey as administered to participants is found in Appendix A. Two

measures were included in the survey to assess the perceptions and attitudes identified above.

Two scales (Collaborative Practice Scale and Interprofessional Perceptions Scale) measuring

interdisciplinary perceptions and attitudes have not previously been used with a student

population (Appendices B and C). With modifications, these two scales were used in their

entirety in this research.

An additional question was included in the survey based on the research of Azjen (1991),

specifically the Planned Behavior Scale (PBS). Versions of the PBS have frequently been used

with student populations (Appendix D). For purposes of this research, only the ultimate question

("Following graduation, I intend to work in collaboration with social workers/lawyers") was

used.

The survey also sought traditional demographic data (gender, age, ethnicity) and asked

participants whether they had any prior experience with interdisciplinary practice (yes/no).

Collected demographic data can be found in Appendix A.

Individual scales.

Interprofessional Perceptions Scale (IPS). The first measure is the Interprofessional

Perception Scale (Ducanis & Golin, 1979) (see Appendix B) for measuring perceptions toward

the other profession. As originally created by Ducanis and Golin (1979), this was a 15-question

survey developed for use in the healthcare field. The original survey asked doctors about their

perceptions of nurses. Levy (2003) modified the scale to create two parallel scales, measuring

opinions about one's own and another profession. Levy (2003) used the modified scale to

explore the perceptions of lawyers and social workers about the other profession. Using a 5-point

Likert scale ranging from 0 (very untrue) to 4 (very true), participants are asked questions about

their perceptions of their own and the other profession. Scores will range from 0, indicating a

negative perception of the profession being rated, to 60 (using the individual subscales) or 120

(using the full scale), indicating a positive perception of the profession being rated. For example,

participants are asked to rate whether individuals from each profession "are competent," "are

highly ethical," "have a higher status than other professions," and "are well trained." Ducanis

and Golin (1979) tested reliability using a test-retest procedure over a three-week period. Results

showed a mean of 80% across professions and a mean of 79% for the scale measuring one's own

profession. Ducanis and Golin (1979) did not report a Cronbach's alpha for the original scale,

nor did Levy (2003) report a Cronbach's alpha for the modified scale. Levy (2003) did,

however, report that reliability analysis with the modified scale and her sample population led to

the decision to drop six items (p. 57).

For the current research, the 30-question Levy (2003) scale was modified slightly to

replace "guardian ad litem" with "lawyer". No other changes were made, and no items were

dropped. Reliability analysis with the study population revealed acceptable internal reliability

for both the full scale (Cronbach's alpha=.799), and the individual subscales, perceptions of

lawyers (Cronbach's alpha=.814) and perceptions of social workers (Cronbach's alpha=.820).

Collaborative Practice Scale (CPS). The second measure is the Collaborative Practice

Scale (Weiss & Davis, 1985) (see Appendix C) for measuring attitudes regarding the level of

value the other profession has added to interdisciplinary practice. This measure was originally

developed in a medical context to measure collaboration between nurses and physicians. The

original scale consisted of 10 questions designed to measure physicians' view of the

contributions made by nurses in the planning of health care. Weiss and Davis (1985) used factor

analysis to confirm the construct validity of factors previously identified in their research.

Reliability (Cronbach's alpha) for the original scale is .84 (Weiss & Davis, 1985). This proposed

research will adopt the modified Collaborative Practice Scale tested in Levy's (2003) dissertation

research on collaboration between social workers and guardians ad litem (all of whom were

lawyers) in the Washington D.C. child welfare system. As the original scale was administered

only to physicians, Levy (2003) created two forms of the tool: one for social workers and one for

lawyers.

As modified, the Levy scale consists of 20 questions. The first 10 explore the attitudes

regarding collaborative practice of the individual with respect to their own profession; the second

10 explore the attitudes regarding collaborative practice of the individual with respect to the

other profession (Levy, 2003, p. 54). The CPS asks participants to rate questions such as "Social

workers reinforce the value of what a lawyer does when talking to a shared client"/ "Lawyers

reinforce the value of what a social worker does when talking to a shared client;" and "Social

workers acknowledge that there are aspects of client care in which the lawyer has more expertise

than the social worker does"/"Lawyers acknowledge that there are aspects of client care in which

the social worker has more expertise than the lawyer does." Using a 5-point Likert scale,

participants respond on a scale of 0 (never) to 4 (always). Scoring will range from 0, indicating

the respondent perceives a low level of collaboration between the two professions, to 50 (using

only the individual subscales) or 100 (for the full scale), indicating the respondent perceives a

high level of collaboration between the professions. Levy reported Cronbach's alpha ranging

from .75 to .93.

The only modification made to the Levy scale for purposes of this research was the

substitution of the word "lawyer" for the term "guardian ad litem." When reliability was

assessed with this sample, the CPS full scale, consisting of 20 items, had a Cronbach's alpha of

.772, demonstrating good internal reliability. For the individual subscales, good internal

reliability was also demonstrated. The attitudes regarding social worker collaborative value

subscale had a Cronbach's alpha of .754, while the subscale measuring attitudes for collaborative

value added by lawyers had a Cronbach's alpha of .756.

Theory of Planned Behavior Scale. There is no standard version of the Theory of

Planned Behavior scale (PBS) (Azjen, 1991), and no research using the PBS to measure intention

to engage in interdisciplinary practice. Additionally, there is no published psychometric data

addressing validity or reliability of the scale. As crafted by Azjen (1991), the individual

questions are answered on a 7-point scale, with responses varying depending on the question. For

example, responses to the statement "for me to work in an interdisciplinary setting" range from

"interesting" (1) to "boring" (7). Other questions, such as "I intend to work in a interdisciplinary

setting," elicit responses ranging from "strongly agree" (1) to "strongly disagree" (7). The PBS

is not standardized, and there is no available research addressing its validity or reliability. As the

focus of this research was primarily related to opinions as those opinions influence planned

behavior, and because two measures of opinion (the IPS and CPS) were already being

administered, it was determined that only the ultimate question would be asked: "Following

graduation, I intend to work in collaboration with social workers/lawyers." As the anticipated analysis was logistic regression and Chi square, a "yes/no" dichotomous response was used.

Data collection procedures.

An application for Institutional Review Board approval was submitted to the Human Subjects Committee at the University of Houston and approved prior to data collection. The survey was not expected to present any significant risks to any of the participants. Participants were provided with informed consent materials prior to receiving the survey. By choosing to continue with the survey, participants demonstrated consent. Because the survey was taken anonymously, on personal laptops, computers, or smart phones, faculty members were unaware of which students participated in the survey, and which were engaging in other activities, thus reducing the risk of students feeling coerced to participate. On average, the students took between 15 and 20 minutes to complete the survey. Participation rates were 100% for social work students and 40% for law students.

Pilot testing. Validity testing took place in the summer of 2018. Face and content validity of the combined survey was initially tested with a small group (n=3) of PhD student colleagues, which included a non-native English speaker. Based on feedback from this group, slight changes were made to simplify wording used in the survey. For example, in the IPS, the word "encroach" was replaced by "interfere," and "prerogative" was replaced with "authority." More comprehensive face and content validity testing was conducted with a small group (n=10) of professional lawyers (n=5) and social workers (n=5), who took the online survey and provided feedback virtually (through email). Additional focus group testing was conducted with graduate students at the GCSW and second year law students at the UHLC.

Isaac and Michael (1995) and Hill (1998) have suggested 10-30 participants is an appropriate range for a pilot study, while Julious (2005) and Van Belle (2002) have suggested 12 is an appropriate pilot sample size, and Nieswiadomy (2002) recommends the use of 10 participants. In this case, the pilot size was also determined by feasibility and access. Students participating in the focus group study were engaged in a joint volunteer project involving collaboration between the University of Houston schools of law and social work, and were available during the summer semester to participate. The pilot survey was administered via the Qualtrics platform. Students completed the survey using personal laptops or cell phones in a law school classroom at a scheduled time, so were interviewed collectively following the completion of the survey. Technological issues (some questions not allowing multiple responses or text responses) were identified and addressed (Prescott & Soeken, 1989).

Data collection: Data collection took place the late summer and early fall of 2018. Classes began on August 20, 2018. Recruitment efforts began during the first week of school, with contact being made with faculty teaching required first year classes in the GCSW and UHLC. Data collection began September 6, and was completed on October 6, 2018, with most classes visited for recruitment and data collection between September 8 and 20. The electronic survey was officially closed on October 15, at which time data analysis began.

Qualtrics, a data collection software, was used to administer the survey. Challenges are increasingly reported with response rates to internet surveys, such as that used in this research (Muñoz-leiva et al., 2010). The use of personalized elements is shown to increase response rates from 7.8 to 8.6 % (Heerwegh, 2005; Heerwegh et al., 2004, 2005). All of the social work faculty, and all but one of the law school faculty allowed classroom visits to enhance recruitment. Reminder contacts are also an effective and efficient means of increasing response (Muñoz-leiva

et al., 2010). Both law and social work faculty agreed to provide reminders. To further enhance

participation rates, social work faculty members agreed to provide class time to allow students to

complete the survey, and students were offered the opportunity to register to participate in a

drawing to receive a gift card. Participants from each group (law and social work) were entered

into a drawing for a $50 gift card, for a total of $100 in incentives.

Data analysis procedures.

Initially, because there was limited psychometric data available for the IPS and CPS

(Appendices B & C), the first step in the analysis was to validate the two complete scales (IPS

and CPS). Those results are reported below.

Responses to surveys were downloaded into the Statistical Package for the Social

Sciences (SPSS) for analysis. Descriptive statistics of continuous variables in the form of means

and standard deviations will be reported as appropriate, along with percentages for demographic

characteristics. Assumptions relating to normality of distribution, distribution of residuals and

multivariate normality were checked.

After summing scores on each of the individual subscales and creating four new variables

(perceptions regarding social workers, perceptions regarding lawyers, collaborative value of

social workers and collaborative value of lawyers), a 2x2 repeated measures ANOVA was

performed to explore the differences between the cohorts for each Specific Aim. Although basic

comparisons between the cohorts could have been obtained using t-tests, repeated measures

ANOVA allows for comparisons between and within subjects. The specific analysis model used

here is a mixed between-within-subjects design, allowing comparisons between the same

dependent variable measured under different conditions or on related topics for the same sample.

For example, repeated measures ANOVA allows comparisons to be made between scores on the

perception of lawyers (Topic 1) subscale to a perception of social workers (Topic 2) subscale. It

also allows for the examination of whether differences are significant based on a categorical

independent variable, in this case, the area of study (law or social work) (Abu-Bader, 2010).

Logistic regression was used to analyze the contribution that area of study (law or social work),

perceived collaborative value, professional perception, and past experience have on intent to

practice.

The ultimate question of the planned behavior scale ("I intend to practice in a

collaborative setting"), although presented in the PBS with a Likert response, was included in the

demographic section of the survey, with responses limited to yes/no. Logistic regression and chi

square analysis was used to explore the association between intent to practice and prior

experience, the IPS scale and the CPS scale. Findings are reported in tables and graphic forms,

in addition to discussion of the findings in Chapter 4.

Summary of Chapter 3.

Table 3.1 provides a summary of the statistical analyses used. The dependent variables in

this research include perceptions of their own and the other profession, attitudes regarding the

collaborative value added by each profession, and intent to practice. The research questions

focused on how those views differed by area of study (law or social work) and whether those

views and past experience predicted practice intent. Independent variables include the profession

(law or social work), area of study (law or social work) and the student's prior experience with

interdisciplinary practice before beginning graduate studies (yes or no).

Table 3.1.

Data Analysis Procedures

Specific Aim and Hypothesis	Measure Outcome	Scale	Dependent Variable	Variable Type	Independent Variable	Variable Type	Statistical test

Aim1, H1-2	Perceptions regarding each profession	IPS	Perceptions regarding each profession	Interval (Full scale: 0-120) (Subscale: 0-60)	Profession (law or social work)	Dichotomous	RANOVA
					Area of study (law student or social work student)	Dichotomous	
Aim1, H1-2	Perceptions regarding each profession	IPS	Perceptions regarding lawyers	Interval (Full scale: 0-120) (Subscale: 0-45)	Prior experience	Dichotomous	RANOVA
			Perceptions regarding social workers				
Aim 1, H1-3	Perceptions regarding each profession	IPS	Perceptions regarding each profession	Interval (Full scale: 0-120) (Subscale: 0-45)	Area of study (law student of social work student)	Dichotomous	RANOVA
					Profession (law or social work)	Dichotomous	
					Prior Experience	Dichotomous	
Aim2, H2-1	Attitudes regarding collaborative value of each profession	CPS	Level of collaborative value added by each profession	Interval (Full scale: 0-80) (Subscale: 0-40)	Profession (law or social work)	Dichotomous	RANOVA
					Area of study (law student or social work student)		
Aim2, H2-2	Attitudes regarding collaborative value of each profession	CPS	Level of collaborative value added by lawyers	Interval (Full scale: 0-80) (Subscale: 0-40)	Past experience	Dichotomous	RANOVA
			Level of collaborative value added by social workers				
Aim 2, H2-3	Attitudes regarding	CPS	Level of collaborative	Interval (Full scale: 0-80)	Profession	Dichotomous	RANOVA

	collaborative value of each profession		value added by each profession	(Subscale: 0-40)	Area of study (law student or social work student)	Dichotomous	
					Past experience	Dichotomous	
Aim3, H3-1	Intent to practice	N/A	Intent to practice	Dichotomous	Area of study (law student or social work student)	Dichotomous	Chi Square
Aim3, H3-2	Intent to practice	N/A	Intent to practice	Dichotomous	Prior experience	Dichotomous	Chi Square
Aim3, H3-3	Intent to Practice	N/A	Intent to practice	Dichotomous	Attitude about profession (IPS)	Interval	Logistic regression
					Collaborative value (CPS)	Interval	
					Past experience	Dichotomous	
					Profession	Dichotomous	
					Area of study (law student or social work student)	Dichotomous	

Chapter 4 Results

The purpose of this study is to examine the views of law students and social work students toward their own and the other profession. In addition, the study explores the students' intentions regarding interdisciplinary practice following graduation. The research questions are: (1) how do perceptions and attitudes of students about their own and the other profession differ between the two groups of students, and (2) how do student attitudes about the collaborative value added by each profession differ between the two groups of students; and (3) which, if any, of the factors explored in this research significantly influence intent to practice. This chapter begins with a description of the sample, then results of variable frequencies follow. Repeated measures analysis of variance (RANOVA) mixed between-within-subjects design was performed to compare results between law and social work students on the Interprofessional Perceptions Scale (IPS) and the Collaborative Practice Scale (CPS). Logistic regression was performed to assess influence of the following factors on intent to practice in an interdisciplinary setting following graduation: the area of study (law or social work), prior experience with interdisciplinary practice, perceptions of the respective professions (IPS) and attitudes regarding the level of value each profession adds to interdisciplinary practice (CPS).

Description of the Study Sample

The final sample consisted of 202 participants, with 132 (65.3%) social work students and 70 (34.7%) law students. The demographic characteristics of the sample are displayed in Table 4.1.

Table 4.1

Sample Characteristics

	Total Sample Frequency/Percent	Law Students Frequency/Percent	Social Work Students Frequency/Percent
	n (%)	n (%)	n (%)
Total Sample		70 (34.6)	132 (65.4)
Gender			
Female	151 (74.8)	37 (52.8)	114 (86.4)
Male	50 (24.8)	33 (47.1)	17 (12.8)
Nonbinary	1 (0.5)	0	1 (0.7)
Total	202	70	132
Age Range			
20-29 years of age	123 (60.9)	55 (78.5)	68 (52.0)
30-39 years of age	49 (24.3)	14 (20.0)	35 (26.5)
40-49 years of age	20 (9.9)	1 (1.4)	19 (14.4)
50-59 years if age	7 (3.5)	0	7 (5.3)
60-69 years of age	3 (1.5)	0	3 (2.3)
Total	202		
Ethnicity			
Caucasian	101 (50.0)	39 (55.7)	62 (47.0)
Hispanic/Latinx	47 (23.3)	4 (5.7)	30 (22.7)
African-American	26 (12.9)	17 (24.2)	22 (17.0)
Other	21 (10.4))	9 (12.8)	12 (9.1)
Multi-racial	6 (3.0%)	1 (1.4)	5 (4.0)
No response/missing data	1 (0.5))		
Total	202		
Interdisciplinary Experience			
Yes	94 (46.5)	22 (31.4)	72 (54.5)
No	108 (53.5)	48 (68.6)	60 (45.4)

Overall, the sample was predominately female with 151(74.8%) women, 50 males

(24.8%) and 1 non-binary (0.5%). When split by profession, law students consisted of 37

(52.8%) female and 33 (47.1%) male students. Social work students were predominately female,

with 114 (86.4%) students identifying as female, 17 (12.8%) students as male, and 1 (0.7%)

student identified as non-binary gender.

The majority of the participating students were between the ages of 20 and 29 (123,

60.9%), with 49 students between 30 and 39 (24.3%). Law students were clustered primarily

between 20 and 39 (69, 98.6%), with 1 (1.4%) student between 40 and 49, and no law student

reporting being over 50. By contrast, social work students reported a wider range of ages, from

20 to 69. The majority were between 20 and 39 (103, 78.0%), with 19 (14.4%) students between

40 and 49, 7 (5.3%) students between 50 and 59, and 3 (2.3%) students between 60 and 69.

Half (50%) of the students identified as Caucasian (n=101), with the second most

common being Hispanic/Latinx (n=47, 23.3%). There were 26 African American/black students

(12.9%), and 6 who identified as multi-racial (3.0%). Twenty-one students (10.4%) identified as

"others."

When divided by profession, social work students were also predominantly (n=62,

47.0%) Caucasian. Approximately one quarter (n=30, 22.7%) of social work students were

Hispanic, and 22 (17%) identified as Black or African-American. Among law students, the

demographics were also diverse. More than half (n=39, 55.7%) identified as Caucasian.

African-Americans comprised 17 (24.2%) of the sample, and 4 (5.7%) identified as Hispanic.

Nine (12.8%) identified as "other," and 1 (1.4%) who identified as multi-racial.

Participants were also asked whether they had interdisciplinary experiences prior to

beginning their current graduate program. The students were divided roughly equally between

those who had prior interdisciplinary experiences (n=94, 46.5%) and those who did not (n=108,

53.5%). More social work students (n=72, 54.5%) reported prior experiences than reported no

prior experiences (n=60, 45.4%). Law students reported fewer prior interdisciplinary

experiences overall, with 22 (31.4%) reporting prior experiences and 48 (68.6%) reporting no

prior experiences. A wide variety of interdisciplinary settings were identified by those who

reported prior experiences, some of which are set out in Table 4.2.

Table 4.2

Types of interdisciplinary settings (n reporting)

Hospital setting/medical office (87)	School settings/education (14)
Caseworker (7)	Law department for social services agency (5)
Collaborative employment (5)	Volunteer (4)
Research assistant (4)	Child advocate (2)
Community services agency (2)	Grief support (2)
Research academia	Religion and ethics
Joint degree programs/interdisciplinary college programs	Military
Human rights	Legislative aide

Normality and Reliability

Participants were administered two distinct scales: Collaborative Practice Scale (CPS)

and Interprofessional Perceptions Scale (IPS). Although both of these scales have been used

before in multiple studies (see Chapter 3), there is limited published validity and reliability data.

As was discussed in more detail in Chapter 3, each of these scales incorporates two subscales,

one addressing perceptions or attitudes about lawyers, and the other addressing perceptions or

attitudes about social workers. As an initial matter, assumptions of normality and reliability

were tested with respect to both full scales and separately as to the subscales. Normality testing

is required for all parametric tests, despite the fact that the sample size in this research (n=202) is

large enough to obviate concerns about deviations. Additionally, given the unequal distribution

of the two groups, normality testing was appropriate to address potential concerns regarding

Type 1 errors.

     Reliability. Cronbach's alpha was used to estimate the reliability of summing the

individual components of each scale to obtain a composite score. For preliminary research, such

as that involved in this study, Nunally (1978) suggests a Cronbach's alpha of .7 or higher. (See

also Peterson, 1994.)

     The IPS scale, consisting of 30 items, had a Cronbach's alpha of .799, demonstrating

good internal reliability. The CPS scale, consisting of 20 items, had a Cronbach's alpha of .772,

demonstrating good internal reliability.

     However, this study also measures the distinct perceptions and attitudes about the

specific professions that are measured by the individual subscales. For example, for the CPS

scale, the first 10 questions ask for attitudes regarding the level of collaborative value social

work adds to interdisciplinary practice, while the second 10 questions ask for attitudes regarding

the level of collaborative value lawyers add to interdisciplinary practice. For the IPS, the first 15

questions address perceptions about social workers generally, while the second 15 questions

address perceptions about lawyers generally.

     For the IPS, the social worker perceptions subscale had a Cronbach's alpha of .820, while

the lawyer perceptions subscale had a Cronbach's alpha of .814. Both of these demonstrate good

internal reliability.

     For the CPS, the attitudes regarding social worker collaborative value subscale had a

Cronbach's alpha of .754, while the subscale measuring attitudes for collaborative value added

by lawyers had a Cronbach's alpha of .756. Both of these demonstrate good internal reliability.

As the analysis in this research compares scores on the each of the full scales and subscales between groups of students, next, the full scales and subscales were examined for reliability by cohort.

Using the select cases feature in SPSS, reliability testing using the social work student cohort was performed first. Reliability was tested for the IPS full scale on the perception of lawyers' subscale, and on the perception of social workers' subscale. Cronbach's alpha was in the acceptable range for all of three: Cronbach's alpha =.807 (IPS full scale), Cronbach's alpha = .825 (perception of social workers), Cronbach's alpha = .819 (perception of lawyers).

Using the same social work cohort, reliability testing was next performed on the CPS full scale, on the collaborative value added by lawyers subscale, and on the collaborative value of social workers subscale. Cronbach's alpha was in the acceptable range for all of three: Cronbach's alpha =.824 (CPS full scale), Cronbach's alpha = .892 (social workers collaborative value), Cronbach's alpha = .850 (lawyers collaborative value).

Using the select cases feature in SPSS, reliability testing using the law student cohort was performed next, and acceptable reliability was found for all scales and subscales: Cronbach's alpha =.799 (IPS full scale), Cronbach's alpha = .797 (perception of social workers), Cronbach's alpha = .809 (perception of lawyers). Using the same law student cohort, reliability testing was next performed on the CPS full scale, on the collaborative value added by lawyers subscale, and on the collaborative value of social workers subscale. Cronbach's alpha was in the acceptable range for all of three: Cronbach's alpha =.640 (CPS full scale), Cronbach's alpha = .851 (social workers collaborative value), Cronbach's alpha = .859 (lawyers collaborative value).

Normality. Next, assumptions of normality were visually assessed for the full scale and each of the subscales (views of social workers and views of lawyers) individually. As each

subscale was administered to both cohorts (law students and social work students), assumptions were analyzed for each subscale across the entire sample population.

When the IPS full scale was visually assessed, no appreciable deviations from normality were observed. The Kolmogorov-Smirov test was significant, indicating the variables were not normally distributed: D(202) = .064, p=.041. However, for the data as a whole, skewness was normal, z(skew)=.502, SE=.171, M = 70.48, Mdn = 70.00, and mode =73.0. The central limit theorem further suggests that variations from normal distribution are of minimal concern with larger sample sizes, those greater than 30 (Abu-Bader, 2010, p. 3). As the sample size here exceeds 200, violation of the assumption of normality does not present an obstacle to further analysis.

No appreciable deviations from normality were observed on the CPS full scale, and the Kolmogorov-Smirov test was not significant, indicating a normal distribution of variables. D(202) = .059, p < .085.For the data as a whole, skewness was normal, z (skew) =.188, SE = .171, M=40.13, Mdn =39.00, and mode = 38.00.

Next the individual IPS subscales were tested. Visual examination reveals no appreciable deviations from normality, however, one outlier was noted at the upper end of the distribution for both subscales. The Kolmogorov-Smirov test was used to test for normality on the dependent variables perceptions of lawyers and perceptions of social workers. For both subscale variables, the Kolmogorov-Smirov test was significant, indicating that neither variable was normally distributed: D(202) =.092, p<.001 (social workers); D(202)=.086, p=.001 (lawyers). Skewness was normal for the social worker perception subscale: z=.579, SE=.171, M =36.05, Mdn =36.00, and mode =34.00. Skewness was also normal for the lawyer perception subcale: z=.096, SE=.171, M =34.43, Mdn =34.00, and mode =33.00. The central limit theorem further suggests

that variations from normal distribution are of minimal concern with larger sample sizes, those greater than 30 (Abu-Bader, 2010, p. 3). As the sample size here exceeds 200, any violation of the assumption of normality does not present an obstacle to further analysis.

The CPS subscales were next assessed visually and using the Kolmogorov-Smirov test for normality. The Kolmogorov-Smirov test was significant for both subscales, with D(202) =.065, p=.037 (social workers); D(202)=.106, p<.001 (lawyers), indicating the data is not normally distributed. However, skewness is normal for both the social worker subscale (z=.038, SE=.171, M =21.96, Mdn =22.00, and mode =30.00) and the lawyer subscale (z=.293, SE=.171, M =18.17, Mdn =18.00, and mode =10.00). However, the central limit theorem suggests that variations from normal distribution are of minimal concern with larger sample sizes, those greater than 30 (Abu-Bader, 2010, p. 3). As the sample size here exceeds 200, any violation of the assumption of normality does not present an obstacle to further analysis.

Next normality was assessed for all full scales and subscales by cohort.

For the social work student cohort, the Kolmogorov-Smirov test of normality was run for all scales and subscales. For this cohort, the test was significant for all of the scales: D (132) =.095, p =.005 (IPS total score); D (132) =.085, p =.023 (CPS total score); D (132) =.082, p =.030 (IPS social worker perceptions); D (132) =.122, p <.005 (IPS law perceptions); D (132) =.088, p =.014 (CPS social worker attitudes); D (132) =.140, p <.005 (CPS lawyer attitudes). However, skewness was normal for all scales and subscales: IPS total scale: z=.603, SE=.210, M =70.31, Mdn =70.00, and mode =73.00; CPS total scale: z=.307, SE=.210, M =38.56, Mdn =38.00, and mode =38.00; IPS social worker perceptions: z=.572, SE=.210, M =36.50, Mdn =37.00, and mode =38.00; IPS lawyer perceptions: z=.299, SE=.210, M =33.80, Mdn =34.00, and mode =33.00; CPS social worker attitudes: z=.126, SE=.210, M =21.50, Mdn =21.00, and

mode =21.00; CPS lawyer attitudes: z=.433, SE=.210, M =17.06, Mdn =15.00, and mode =10.00.. As noted above, the sample size (n=132) is sufficient to allow further analysis to continue, regardless of any deviations from normality.

For the law student cohort, the Kolmogorov-Smirov test of normality was run for all scales and cohorts. The test was not significant for any of the scales except the CPS subscale addressing attitudes regarding the collaborative value added by lawyers: D (70) =.131, p =.005. Skewness is acceptable for all scales and subscales. : IPS total scale: z=-.003, SE=.287, M =70811, Mdn =71.00, and mode =68.00; CPS total scale: z=.300, SE=.287, M =43.11, Mdn =43.00, and mode =47.00; IPS social worker perceptions: z=-.103, SE=.287, M =35.20, Mdn =35.00, and mode =34.00; IPS lawyer perceptions: z=-.098, SE=.287, M =35.61, Mdn =36.00, and mode =33.00; CPS social worker attitudes: z=-.084, SE=.287, M =22.84, Mdn =23.00, and mode =27.00; CPS lawyer attitudes: z=.478, SE=.287, M =20.27, Mdn =20.00, and mode =20.00. As discussed above, regardless of any variations from normality, the sample size (n=70) is sufficient to allow further analysis to continue.

Conclusions regarding normality and reliability

Although there are some deviations from normality demonstrated for some of the variables being examined, for the analysis performed in this research, skewness is acceptable for all distributions across all scales and subscales, and when assessed separately by cohort. Additionally, the Central Limit Theorem permits further analysis even where distribution patterns are less than ideal. However, deviations from normality raise the risk of Type 1 errors. Both scales and subscales demonstrate adequate reliability across the full sample and by cohort.

Multivariable Analysis

  Power and Effect Size. For the ANOVA analyses, 100 students (50 law/50 social work) would permit detection of an effect size of .50 standard deviations with a power of 0.8 (for a one tailed test). However, to conduct general linear modeling, the ideal sample size, to achieve a power of 95%, is 210 students evenly divided between law and social work. In determining the appropriate size for this research, several considerations entered the calculation. The first-year class of social work students consists of approximately 150 students, while the first-year law school class has about 200. To reach a sample size of 210 students (105 from each class), would have required either a very high participation rate from both sets of students, or would require a second cohort to be surveyed one year later. Ideally, the sample size would have been 210 (105 students from each area of study), but, as noted below, this target was not achieved.

  As an alternative, for 80% power, a sample size of 126 (64 per group) would be needed. While this number of subjects seems to be realistic in terms of recruitment efforts, the loss in power is a limitation, and is likely to negatively influence the ability to determine interaction effects, particularly given the number of variables being tested.

  Given these considerations, the research goal was to reach a sample size of 200 students, evenly divided between social work students (n=100) and law students (n=100). For purposes of the original power analysis, it was assumed that the students would be evenly split between groups (law and social work), and evenly split in terms of prior experience. With those assumptions, a sample size of 200 would have provided the power needed (>.90) to detect a medium effect (.50 standard deviations) for group (law or social work) and prior experience (yes/no), and good power (>.90) to detect a 1 standard deviation effect for the interaction between the two. Although power is satisfactory with a sample size of 200, nonetheless, a large

interaction effect would be required in order to be able to detect it. The power drops to .50 to

detect a .5 standard deviation interaction effect. However, a sample size of 200 students does

permit .80 power to detect a .4 standard deviation main effect of group or prior experience and

.80 power to detect a .8 standard deviation effect for the interaction.

Ultimately, both of these assumptions were violated in the final sample. Although the

target size was exceeded (n=202), the groups were not equal in size (social work students =132;

law students = 70), and prior experience rates were also skewed in favor of social work students.

Analysis. For specific aims 1 and 2, hypotheses 1 and 3, a 2x2 repeated measures

ANOVA was performed to explore the differences between the cohorts for each Specific Aim.

Although basic comparisons between the cohorts could have been obtained using t-tests,

repeated measures ANOVA allows for comparisons between and within subjects. The specific

analysis model used here is a mixed between-within-subjects design, allowing comparisons

between the same dependent variable measured under different conditions or on related topics

for the same sample (Abu-Bader, 2010). In this case, the related topics are perceptions of lawyers

and perceptions of social workers (Specific aim 1) and attitudes about collaborative value for

lawyers and collaborative value of social workers (Specific aim 2). Mixed between-within-

subjects design is used to examine changes in a dependent variable on a related variable for the

same sample (Abu-Bader, 2010). It also allows for a determination as to whether changes are

significant based on a categorical independent variable (Abu-Bader, 2010). For example,

repeated measures ANOVA allows comparisons to be made between scores on the perception of

lawyers (Topic 1) subscale to a perception of social workers (Topic 2) subscale. It also allows

for the examination of whether differences are significant based on a categorical independent

variable, in this case, the area of study (law or social work) (Abu-Bader, 2010).

For specific aims 1 and 2, hypothesis 2, RANOVA was also used to test whether prior experience with interdisciplinary practice would impact student views of the professions. The repeated measures for this analysis are student views of the two professions. For this analysis, the two groups (law students or social work students) were not individually compared.

Assumptions. Prior to conducting the analysis, data were screened to ensure that the assumptions of the combined between-within-subjects ANOVA were fulfilled. As the IPS and CPS scales address different Specific Aims, the scores for each will be analyzed separately. However, the basic assumptions are the same for each scale, and will be addressed together here, with appropriate distinctions between the two scales noted as necessary.

First, the sample is representative of the population to which generalization of results will be made. As noted above, the social work student sample population is almost 100 % of the first-year class of social work students at the GCSW. Although the law student sample is a smaller portion of the first-year class of law students at UHLC, as noted, the sample approximates the demographics of the larger population to which generalizations will be made.

Second, the dependent variables (scores on IPS and CPS) for all occasions, conditions, and related variables, are discrete measurements, which are ordered with a sufficient number of categories to allow an approximation of continuity, thus satisfying this assumption.

Third, the sample size is large enough, with an n=202, to utilize RANOVA. A sample size of 30 or more is considered sufficient (Abu-Bader, 2010, p. 219).

Fourth, as noted above, although there are some deviations from normality noted, given the sample size, violations of this assumption do not preclude further analysis.

Fifth, because there are only two conditions, sphericity and compound symmetry are not an issue (Abu Bader, 2010, p. 220).

Finally, homogeneity of variance-covariance matrices is required for repeated measures ANOVA. This assumption must be addressed only where the groups have unequal sample sizes, which is the case in this research, with the sample of social work students (n=132) almost twice that of the sample size of law students (n=70). For the CPS, Box's test of equality of Covariance Matrices, p=.065, which is >.001, and thus the assumption is met. Similarly, with IPS, Box's test of equality of Covariance Matrices p=.305, which is >.001, and thus the assumption is met for that variable as well.

As the assumptions for repeated measures ANOVA have been satisfied, the results of the analysis are reported below.

Multivariate testing and results

Specific Aim 1, H1-1: There will be significant differences between the two groups of students (law students or social work students) in terms of interprofessional perceptions toward their own and the other profession.

For Specific Aim 1, Hypothesis 1-1, the Interprofessional Perceptions Scale (IPS) was used to measure the perceptions of each group of students toward their own and the other profession. For purposes of this analysis, there is one independent variable with two levels (law student or social work student) and two related outcome variables which are continuous, and measured by two subscales (perceptions of lawyers and perceptions of social workers). RANOVA is used to test this hypothesis. This analysis technique allows the testing of the main effect of the group and perception, as well as the interaction effect.

The means and standard deviations of outcome measures are seen below in Table 4.43

Table 4.3

Means and standard deviations of perceptions by profession and area of study (law or social work)

	Perception of Lawyers		Perceptions of Social Workers	
Law Students	M=35.61	SD=3.76	M=35.20	SD=3.50
Social Work Students	M=33.94	SD=4.59	M=36.58	SD=4.87

On the IPS subscales, the highest possible score is 60 (15 items with "4" indicating the highest possible value). The means for both groups of students, across both professions, are just slightly above the middle of this range. As Table 4.4 illustrates, for comparisons within groups, law students have a higher (.41) perception of their own profession (M=35.61) than they do of the profession of social work (M=35.20). Social work students' perception of their own profession (M=36.58) is higher (2.64) than their perception of the legal profession (M=33.94). The mean of the two subscales among law students was very similar (perceptions of lawyers = 35.61; perception of social workers = 35.20), while there was a noticeable difference between the two subscales for social work students (perceptions of lawyers = 33.94; perceptions of social workers 36.58). However, before a determination regarding the research hypothesis can be reached, the initial analysis requires a determination of whether there is an interaction effect.

An interaction effect represents whether social work students and law students have different perceptions of lawyers and social workers. (Stevens, 1999). When an interaction effect is present, the influence of one factor is dependent on the level of the other factor. In this case, the views of each profession are dependent on the area of study (law or social work). When significant interaction effects are present, interpretation of the main effects is incomplete or misleading.

As demonstrated by Figure 4.1, below, the result for the RANOVA of the IPS measures indicated a significant interaction between type of student (law or social work) and the two IPS subscales (perceptions of lawyers and perceptions of social workers) (Wilks lambda = .902, F (1,

200) = 21.612; p < .001). The difference between the ratings of the legal and social work

professions depends on whether law students or social work students are being asked. As noted

by the Profile Plot shown in Figure 4.1, the interaction here is "disordinal," because the lines

cross (Stevens, 1999). In the presence of a significant disordinal interaction, the main effects

cannot be interpreted (Stevens, 1999).
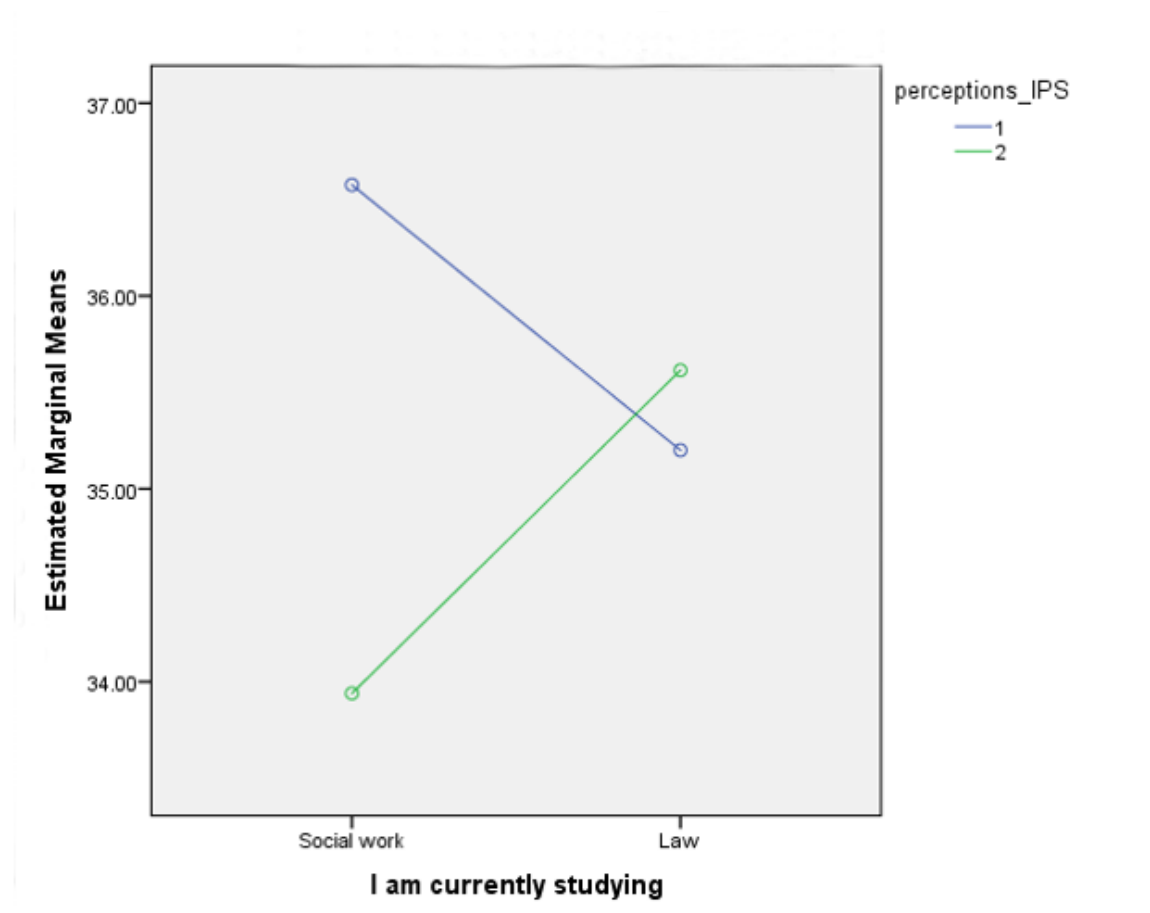
Figure 4.1. Profile Plot demonstrating disordinal interaction effect between area of study (law or social work) and profession being rated.

However, it is still possible to determine simple main effects, although due to the

interaction effect, these effects should be interpreted with caution. This can be done by testing

the simple main effects (rather than the main effects) using one-way ANOVA to test between

group differences, and a paired samples t-test to test within group differences.

With respect to perceptions of social workers, significant differences are noted between the perceptions of law students and the perceptions of social work students. $F(1,199) = 4.21$, p=.041. Social work students have a significantly higher perception (M=36.50, SD=4.92) of social workers than do law students (M=35.13, SD=3.44). With respect to perceptions of lawyers, significant differences are noted between the perceptions of law students and the perceptions of social work students. $F(1,199) = 6.70$, p=.010. Law students have a significantly higher perception (M=35.54, SD=3.78) of the legal profession than do social work students (M=33.80, SD=4.92).

Testing within group perceptions, there are no significant differences between law students' perceptions of law and law students' perceptions of social work. t(67)=-.83, p=.411. Social work students demonstrate significant differences between their reported perceptions of the legal profession and the social work profession. t (133) = 6.76, p<.001. Social work students' reported perceptions of the profession of social work (M=36.50, SD=4.92) are significantly higher than the same group of students' reported perceptions of the profession of law (M=33.80, SD=4.83).

Specific Aim 1, H1-2: Student experience with interdisciplinary practice will significantly, in a positive direction, influence student perceptions regarding each profession. To test this hypothesis, RANOVA was used.

The means and standard deviations of student perceptions by their prior experience for each profession are shown in Table 4.4. As can be seen from Table 4.5, differences are noted between the perceptions of students reporting experience and those reporting no prior experience for perceptions of social workers (.13) and for perceptions of lawyers (.52). Neither difference is statistically significant. Wilks lambda =.996, F (2,199) =.362, p = .697.

Table 4.4

Means and standard deviations for perception by experience

	Experience (Yes)		Experience (No)	
Perceptions of Law	M=34.24	SD=4.25	M=34.76;	SD=4.51
Perceptions of Social Work	M=36.03;	SD=4.42	M=36.16;	SD=4.56

Specific Aim 1, H1-3: There will be a significant difference by area of study (law or social work) and prior experience to interdisciplinary practice in student perceptions of law and social work.

For specific aim 1, hypothesis 3, RANOVA was used to analyze IPS scores to measure student perceptions of the fields of law and social work. Table 4.5 below provides means and standard deviations for both groups across all conditions.

Table 4.5

Means and standard deviations by experience, area of study (law or social work), and perceptions

	Experience	Perception of Lawyers		Perceptions of Social Workers	
Law Students	Yes	M=35.27	SD=3.61	M=34.95	SD=3.04
	No	M=35.77	SD=3.85	M=35.31	SD=3.72
Social Work Students	Yes	M=33.93	SD=4.40	M=36.36	SD=4.73
	No	M=33.95	SD= 4.86	M=36.83	SD=5.06

For both social work students and law students, the means are similar, regardless of which subscale (perception of lawyers or perceptions of social workers) and regardless of experience.

The interaction effect that was noted in Hypothesis H1-1 is still significant in this analysis (Wilks lambda = .911, $F(1, 200) = 19.285$; $p < .001$). The interaction effect between

experience and perception was not significant (Wilks lambda = 1.00, F(1, 201) = 0.04; p =.841).

The three-way interaction between area of study (law or social work), experience, and perception was also not significant (Wilks lambda = 1.00, F(1, 202) = 0.051; p =.822.).

Specific Aim 2, H2-1: There will be significant differences between law students and social work students with respect to attitudes regarding the collaborative value each profession adds to interdisciplinary practice.

For Specific Aim 2, Hypothesis 2-1, the Collaborative Practice Scale (CPS) was used to measure the attitudes of each group of students with respect to the collaborative value their own and the other profession add to interdisciplinary practice. The means and standard deviations of outcome measures by group are depicted in Table 4.6, below. RANOVA was again used to analyze the differences.

Table 4.6

Means and standard deviations for collaborative value by area of study (law or social work)

	Collaborative value of social workers		Collaborative value of lawyers	
Law Students	M=22.84	SD=6.76	M=20.27	SD=6.63
Social Work Students	M=21.48	SD=7.95	M=16.96	SD=8.96

The possible range of scores on the CPS subscales is 0-40 (10 items, with "4" representing the highest value per score). The mean scores for both cohorts regarding both professions are roughly in the middle of this range. As can be seen from Table 4.7, law students appear to perceive the collaborative value of both lawyers and social workers at a higher level than do social workers. Comparing within groups, law students perceived the collaborative value added by their own profession (M=20.27) to be 2.57 lower than they perceived the collaborative

value added by the profession of social work (M=22.84). In contrast, social work students perceived the collaborative value of the profession of social work (M=21.48) to be 4.52 higher than their perception of the collaborative value of lawyers (M=16.96). When reviewing between groups, law students rated both professions higher in collaborative value (M=42.85, SD=11.51) than did social work students (M=38.56, SD=15.62): F (1, 199) =4.02, p=.046. These means represent the sum of the two scales, and thus an overall opinion regarding collaborative value, rather than value as split by profession.

The results of the multivariate Wilks' lambda also show a significant interaction between area of study (law or social work) and profession being rated (Wilks' lambda = .981, F(1, 202) = 3.88, p = .050). While this interaction effect is significant, it is also necessary to look at the profile plot to determine whether it is nonetheless appropriate to interpret the main effects, As can be seen from Figure 4.2, below, the lines are not parallel, indicating a significant interaction (Stevens, 1999). However, unlike with the results of H1-1, in this analysis, the lines do not cross, making this an "ordinal" interaction.
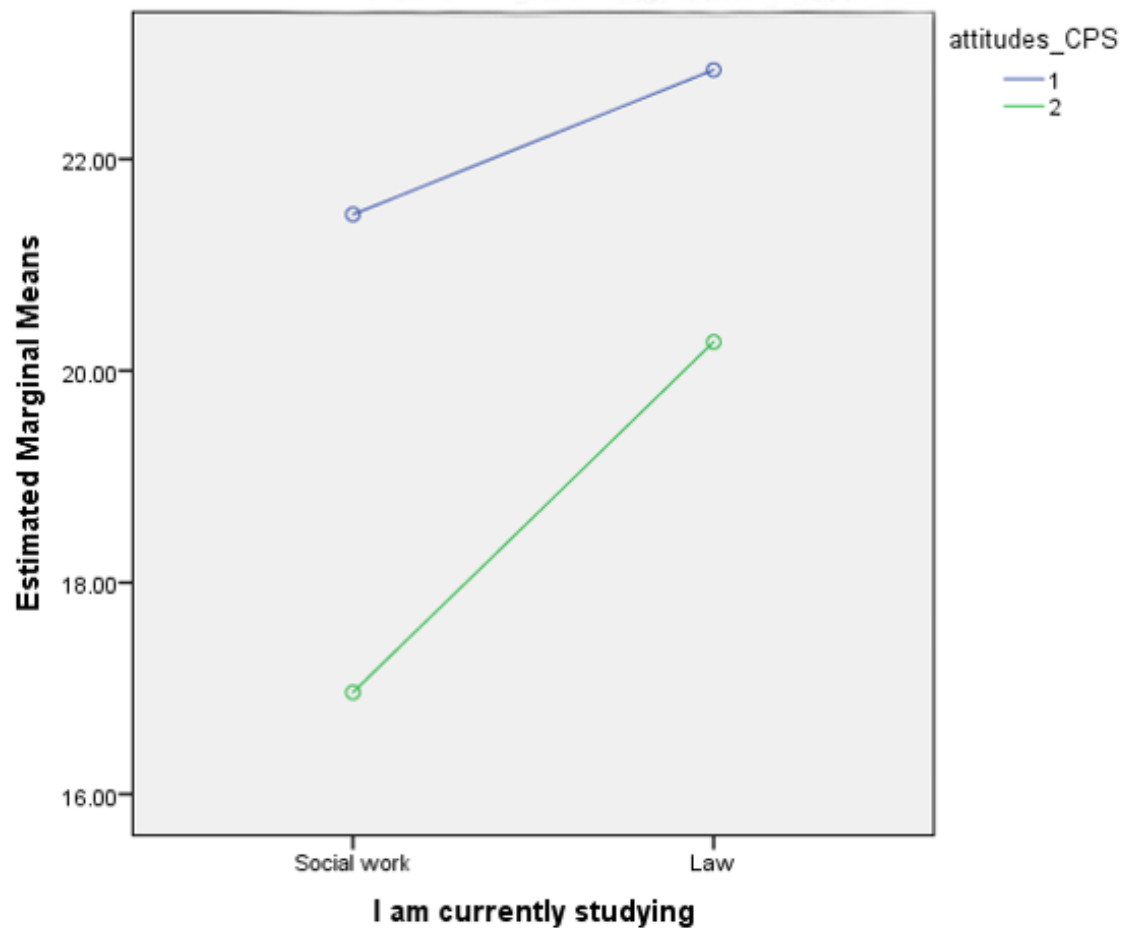
Figure 4.2. Profile Plot demonstrating ordinal interaction between area of study (law or social work) and attitudes regarding collaborative value of each profession.

With a significant ordinal interaction effect, it is possible to interpret the main effects with more focused comparison procedures (Stevens, 1999). This can be done by testing the simple main effects (rather than the main effects) using one-way ANOVA to test between group differences, and a paired samples t-test to test within group differences.

This additional analysis suggests, although it may not be definitive, that the differences noted between groups (law students and social work students) are significant, with law students reporting higher collaborative values (M=42.85, SD=11.51) than do social work students (M=38.56, SD=15.62): $F_{(1, 199)} = 4.02$, p=.046.

The within group analysis compares the collaborative ratings for each group of students (law students or social work students) with respect to the individual profession (law or social work). A paired samples t-test was conducted to compare collaborative ratings for social worker with collaborative ratings for lawyers. For social work students, there was a significant difference between the scores for each profession, t (132) =7.75, p <.001. Social work students rated the profession of social work as having significantly more collaborative value (M=21.50; SD=7.92) than the profession of law (M=17.06; SD=9.00). For law students, there was a significant difference between the scores for each profession, t (67) =3.14, p=.003. Law students rated the profession of social work (M=22.75, SD=6.83) as having significantly more collaborative value than the profession of law (M=20.10; SD=6.62).

Specific Aim 2, H2-2: Student experience to interdisciplinary practice will significantly, in a positive direction, influence student attitudes regarding the value each profession contributes to interdisciplinary practice. RANOVA was used to test this hypothesis.

For specific aim 2, hypothesis 2-2, the Collaborative Practice Scale was again used to measure student attitudes regarding the collaborative value added by each profession. The null hypothesis is that experience to interdisciplinary practice has no significant effect on attitudes of law and social work students with respect to the collaborative value added by the two professions. Table 4.7 below provides means and standard deviations for both professions across both conditions.

Table 4.7
Means and standard deviations for professions x experience

	Experience (Yes)		Experience (No)	
Attitudes regarding Lawyers	M=16.92	SD=8.70	M=19.14	SD=7.96
Attitudes regarding Social Workers	M=21.17	SD=7.58	M=22.63	SD=7.53

Students, regardless of prior experience, report lower attitudes about the collaborative value lawyers add, than they report about the collaborative value added by social workers. Students with prior experience also report lower collaborative values for both professions than do students without prior experience. When broken down by profession, students with prior experience report lower attitudes (2.22) about lawyers than do students without prior experience. Students with prior experience report lower attitudes (1.46) than do students without prior experience.

However, there is no statistically significant difference between students with prior experience than those who were not, with respect to either the professions of social work or law: Wilks lambda =.997, F (1, 200) =.631, p=.428.

Specific Aim 2, H2-3: There will be a significant difference by area of study (law or social work) and prior experience to interdisciplinary practice in student attitudes regarding the value each profession contributes to collaborative practice.

The CPS was again used to measure student attitudes regarding the collaborative value added by the fields of law and social work., and RANOVA was used to assess significance. The null hypothesis is that the attitudes will be the same, regardless of experience or area of study (law or social work). Table 4.8 below provides means and standard deviations for both groups across all conditions.

Table 4.8

Means and standard deviations of collaborative value by area of study (law or social work) and profession

	Experience	Attitudes about Social Workers		Attitudes about Lawyers	
Law Students	Yes	M=21.04	SD=8.03	M=19.14	SD=7.78
	No	M=23.67	SD=6.00	M=20.79	SD=6.06
Social Work Students	Yes	M=21.21	SD=7.50	M=16.25	SD=8.90
	No	M=21.80	SD=8.51	M=17.82	SD=9.04

For both groups of students, mean scores on the CPS social work subscale were higher than on the lawyer subscale, regardless of experience, suggesting that both groups of students believe social workers add greater collaborative value to interdisciplinary projects. For both groups of students, experience to interdisciplinary practice appears to produce lower scores for collaborative value added by both professions. This suggests, contrary to the research hypothesis, that experience to prior interdisciplinary practice results in a less positive attitude about the value both professions add to interdisciplinary practice.

For law students, attitudes about the collaborative value of social workers declines by 2.63 with experience, while attitudes about the collaborative value of lawyers declines by 1.65. For social work students, attitudes about the collaborative value of social workers declines by .59, while attitudes about the collaborative value of lawyers declines by 1.571. The differences noted are less for social work students than they are for law students.

Hypothesis 2-3 was that experience to interdisciplinary practice plus area of study (law or social work) would significantly influence, in a positive direction, student attitudes regarding the collaborative value of both lawyers and social workers. The interaction effect between student

group (law student or social work student) and profession noted in the discussion regarding

Hypothesis 2-1 is also present here: Wilks lambda = .980; $F(1, 202) = 3.987$, p = .047. As with

Hypothesis 2-1, the Profile Plot shows an ordinal interaction, allowing additional analysis to take

place. See Figure 4.3.
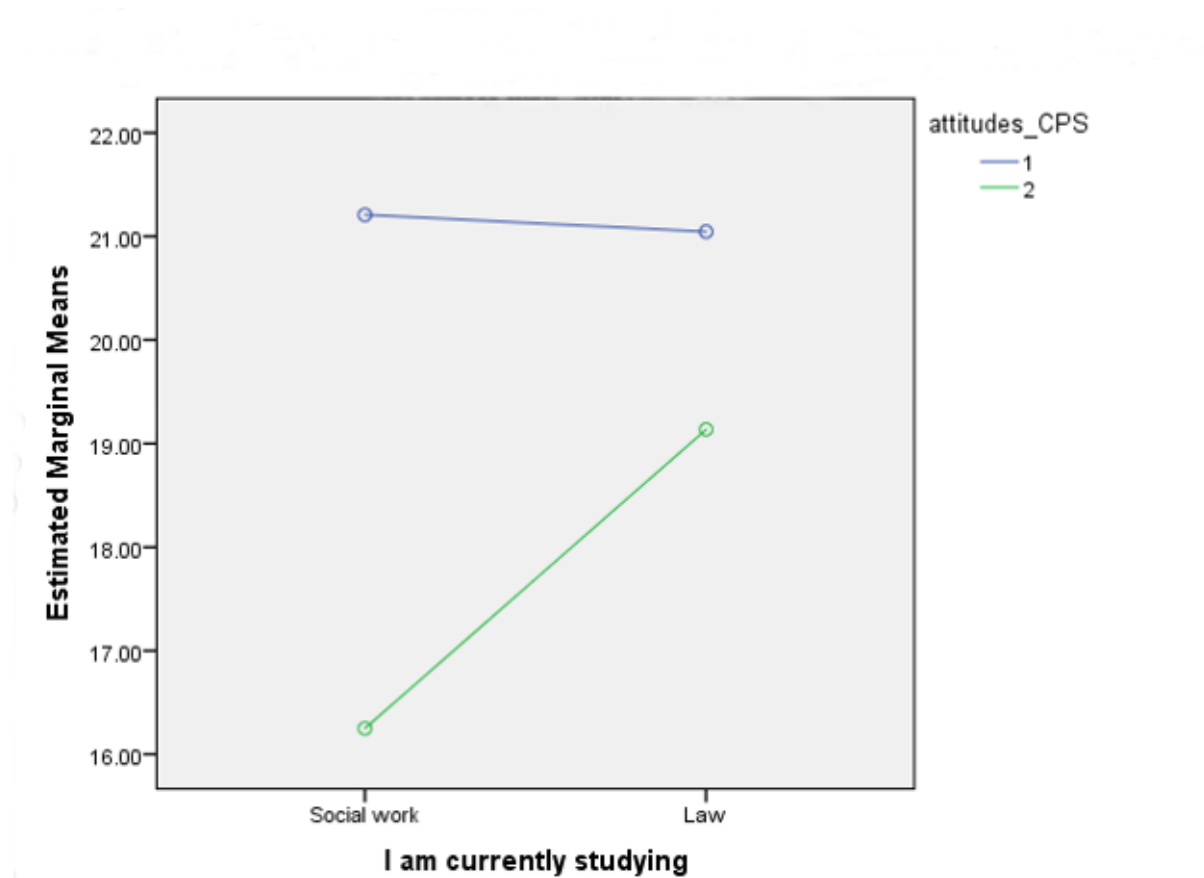
Figure 4.3. Profile plot demonstrating ordinal interaction between area of study, attitudes, and experience.

One-way ANOVA shows no significant differences between law and social work

students with respect to the collaborative value of social workers: $F(1, 202)=1.49$, p=.223. There

are significant differences between the two cohorts with respect to the collaborative value of

lawyers: $F(1, 202) = 7.39$, p=.007. Significant differences are also seen based on experience,

with students without prior experience demonstrating significantly higher attitudes than do

students with prior experience: $F(1, 202) = 10.22$, p=.002.

However, there are no significant differences based on the three-way interaction between student group (law or social work), experience, and attitude toward collaborative practice: Wilks' lambda =.996; F(1,202) =.869, p=.352.

Specific Aim 3, H3-1: There will be a significant association between area of study (law or social work) and intention to engage in interdisciplinary practice following graduation.

The number of social work students who expressed an intent to practice in a collaborative setting following graduation (n=93/71%) was greater than the number who reported no intention to practice (n=38/29%). However, the law students were equally divided among those who reported an intent to engage in interdisciplinary practice (n=35/50%) and those who did not (n=35/50%). Overall, more students (n=128/ 63.7%) expressed an intent to practice collaboratively than did not (73/36.3%). See Table 4.9.

Chi square analysis was used to determine the association between these two sets of nominal variables. Assumptions were tested and no violations were observed.

Table 4.9

Chi-Square Crosstabulation: Area of Study (law or social work) and intent to practice

			Intent to practice		
			No	Yes	Total
I am currently studying	Social work	Count	38	93	131
		Expected Count	47.6	83.4	131
	Law	Count	35	35	70
		Expected Count	25.4	44.6	70
Total		Count	73	128	201
		Expected Count	73.0	128.0	201

As noted in Table 4.9, differences are observed in expected and actual count for both groups of students with respect to intent to practice. These differences raise the possibility that the two variables (area of study and intent to practice) are related. Chi square testing revealed a significant association between area of study (law or social work) and intent to practice in an

interdisciplinary setting: X^2 (1, N = 201) = 8.7, p=.003. The effect size here is small (phi=-.208, p=.003). The results of this analysis permit acceptance of the hypothesis that there is a significant difference by area of study (law or social work) with respect to intent to practice, with social work students significantly more likely to express an intent to practice in interdisciplinary settings than law students.

Specific Aim 3, H3-2: Intention to practice in interdisciplinary settings will be significantly associated with experience to interdisciplinary practice. Chi square analysis was again used to determine the association, if any, between intention to practice in an interdisciplinary setting and prior experience to interdisciplinary practice. Assumptions were tested and no violations were observed.

Table 4.10

Chi-Square Crosstabulation: Intent to practice and prior experience

			Intent to practice		
			No	Yes	Total
Do you have any experiences working or volunteering in an interdisciplinary setting?	Yes	Count	29	65	94
		Expected Count	3418	59.9	94
	No	Count	44	63	107
		Expected Count	38.9	68.1	107
Total		Count	73	128	201
		Expected Count	73.0	128.0	201

As noted in Table 4.10, differences are observed in expected and actual count with respect to both sets of conditions. These differences raise the possibility that the two variables (prior experience and intent to practice) are related. However, chi square testing revealed no significant association between intent to practice and prior experience: X^2 (1, N = 201) =2.28, p=.131. The results of this study show that the association between intent to practice and prior experience is not significant.

Specific Aim 3, H3-3: Intention to practice can be predicted by factors that include area

of study (law or social work), prior experience, perceived value of collaborative practice and

perceptions regarding the other profession.

Logistic regression was used to determine which factors, if any, predict intent to practice.

As an initial matter, the basic assumptions for logistic regression were tested, and no violations

were observed.

The sample is representative of the population to which generalization of results will be

made. As noted above, the social work student sample population is almost 100% of the first-

year class of social work students at the GCSW. Although the law student sample is a smaller

portion of the first-year class of law students at UHLC, as noted, the sample approximates the

demographics of the larger population to which generalizations will be made.

Logistic regression was used to explore the contribution that area of study (law or social

work), perceived collaborative value (approximated by the full score on the Collaborative

Practice Scale), professional perception (approximated by the full score on the Interprofessional

Perceptions Scale) and past experience (yes/no) have on intent to practice. The logistic

regression model tested was significant, indicating that the predictors as a set reliably

distinguished between individuals who intended to practice collaboratively following graduation

and individuals who did not (χ^2 (4) = 10.02, p = .040). This model had a good fit (-2 log

likelihood = 253.216, Hosmer and Lemeshow, $X^2_{(df=8)}$ =20.11, p =.010), explained 6.4% of the

variance in intent, and correctly predicted 65.2% of the cases. Only the area of study (law or

social work) was statistically significant. Social work students had odds 1.35 times greater than

those of law students of reporting intent to practice in an interdisciplinary setting. See Table

4.11.

Table 4.11

Logistic regression

Predictors	*B*	*p*	*Exp(B)*	*CI*
Social work student (ref=law student))	.85	.007	2.35	1.26 - 4.38
Past Experience (yes or no)	.287	.36	1.33	.724 - 2.45
Collaborative Practice Score	.005	.65	1.005	.983 - 1.028
Interprofessional Perception Score	.-.010	.65	.99	.949 – 1.033
Constant	.38	.79	.1.47	

Nagelkerke R^2 = .064

Using the split cases feature in SPSS, the model was run two more times to determine whether there were differences in predictive factors depending on whether the student was studying law or social work.

For law students, the logistic regression model was not significant indicating that the predictors as a set do not reliably distinguish between individuals who intended to practice collaboratively following graduation and individuals who did not (χ^2 (83) = 6.67, p = .57).

For social work students, the logistic regression model was significant, indicating that the predictors as a set reliably distinguish between social work students who intended to practice collaboratively following graduation and social work students who did not (χ^2 (8) = 19.96, p = .01. This model had a good fit (-2 log likelihood = 156.11, Hosmer and Lemeshow, $X^2_{(df=8)}$ =19.96, p=.01) explained 1.8% of the variance in intent, and correctly predicted 71% of the cases. However, none of the predictors were individually significant. Social work students with

past experience had odds .8 times greater than those of social work students who did not have

prior experience to report intent to practice in an interdisciplinary setting. See Table 4.12.

Table 4.12

Logistic regression (social work students only, n=132)

Predictors	B	p	Exp(B)	CI
Past Experience (yes or no)	-0.165	.675	.85	.39-1.8
Collaborative Practice Score	.007	.60	1.01	.98-1.0
Interprofessional Perception Score	-0.03	.23	.97	.92-1.02
Constant				
Nagelkerke R^2= .018				

Summary of Chapter 4

The findings from this analysis suggest that area of study (law or social work) appears to

have the most influence on perceptions of the two professions, attitudes regarding collaborative

value, and intentions to engage in interdisciplinary practice. The significant interaction effect

noted in the analysis of interprofessional perceptions, while not entirely surprising, means that it

is not possible to identify significant differences between the two groups of students. Although

an interaction effect was noted with the Collaborative Practice Scale, this effect was ordinal,

allowing further analysis and interpretation. Although significant differences were noted

between law students and social work students, the significant interaction effect requires that

these results be interpreted with caution. These conclusions will be discussed further in Chapter

5. Table 4.13 provides a summary of the research results.

Table 4.13

Summary of results

	Hypothesis	Dependent Variable	Independent Variable	Statistical test	Result

Specific Aim I					
H1-1	Perceptions of the two professions will vary by profession and area of study (law or social work)	Perceptions regarding each profession	Profession (law or social work)	RANOVA	Unable to support hypothesis due to interaction effect
			Area of study (law or social work)		
H1-2	Students with prior interdisciplinary experience will report more positive perceptions	Perceptions regarding lawyers / Perceptions regarding social workers	Past experience	RANOVA	No statistically significant difference
H1-3	Perceptions of the two professions will vary by area of study (law or social work) and prior experience	Perceptions regarding each profession	Area of study (law or social work)	RANOVA	Unable to support hypothesis due to interaction effect
			Profession (law or social work)		
			Prior experience		
Specific Aim 2					
H2-1	Attitudes regarding collaborative value will vary by profession and area of study (law or social work)	Attitude regarding the level of collaborative value added by each profession	Profession	RANOVA	Interaction effect complicates interpretation, but significant difference noted only with respect to attitudes about lawyers
			Area of study (law or social work)		
H2-2	Students with prior interdisciplinary experience will report higher collaborative values	Level of collaborative value added by lawyers / Level of collaborative value added by social workers	Prior experience	RANOVA	No statistically significant difference
H2-3	Attitudes about collaborative value will vary by profession, area of study (law or social work) and prior experience	Level of collaborative value added by each profession	Profession (law or social work)	RANOVA	Complicated by Interaction effect. Significant differences between cohorts regarding collaborative value of lawyers
			Area of study (law or social work)		
			Past experience		

					Significant differences based on experiences
Specific Aim 3					
H3-1	There will be a significant association between area of study (law or social work) and intent to practice	Intent to practice	Area of study (law or social work)	Chi Square	Significant association with area of study (law or social work) – SW students more likely to express intent
H3-2	There will be a significant association between prior experience and intent to practice	Intent to practice	Past experience	Chi Square	No significant association noted
H3-3	Intent to Practice can be predicted by the listed factors	Intent to practice	IPS score	Logistic regression	Model is significant predicting 65.2% of cases. SW students had odds 2.4 x greater than law students of reporting intent to practice
			CPS score		
			Prior experience		
			Profession (law or social work)		
			Area of study (law or social work)		
		Intent to practice-law students	IPS score	Logistic regression	Model is not significant
			CPS Score		
			Prior experience		
			Profession (law or SW)		
		Intent to practice SW students	IPS score	Logistic regression	Model is significant and predicts 71% of cases. SW students with prior experience had odds .8 x greater than SW students who did not in reporting intent to practice
			CPS score		
			Prior experience		
			Profession (law or SW)		

Chapter 5 Discussion & Conclusion

A Need for Interdisciplinary Education

Interdisciplinary education has become an increasingly central component of higher education, with myriad professional disciplines exploring different ways and different models of collaborative practice. While interdisciplinary practice exists in many fields, and is particularly prevalent in health care settings, collaborative education is less common. While doctors, nurses and social workers frequently work together on interdisciplinary teams, rarely are they specifically trained together. Social workers and lawyers work together in legal aid organizations, juvenile justice programs, and mental health courts, but again, do not seem to be trained together with any regularity (Bronstein et al., 2010; Delavega et al., 2018; Van Norstrand, 2016).

The goal of this research was to explore the perceptions and attitudes of law students and social work students with respect to general perceptions of their own and the other profession and with respect to the collaborative value each group of students believed their own and the other profession added to interdisciplinary practice. Additionally, based on the Theory of Planned Behavior, the research sought to determine which, if any, factors could be used to predict intent to practice in an interdisciplinary setting following graduation. First year students in both fields were the target population in order to explore these views before significant academic or professional socialization occurred. Recognizing that many graduate students have work or volunteer experience prior to beginning professional studies, participants were asked about those prior experiences in order to determine what impact, if any, those experiences had on views or intentions for future practice.

Discussion

Specific Aim 1. The Interprofessional Perceptions Scale (IPS) was used to measure the perceptions of each group of students toward their own and the other profession. However, repeated measures ANOVA reveals a significant interaction effect between the group (social work students or law students) and the profession being evaluated (social work or law). As a result, it is not possible to interpret the significance of the differences, because perceptions are dependent on the group and the profession. In other words, the null hypothesis, that there is no difference between the two groups of students with respect to their perceptions of the two professions, cannot be rejected. Although the profile plot (Figure 2), demonstrates visually that differences in perceptions do exist, the disordinal nature of the plot means that these differences cannot be statistically interpreted. (Stevens, 1999). However, it is possible to report simple main effects, and identify baseline differences between the two groups, so long as those results are viewed with caution due to the interaction. Social work students have a higher perception of social workers than they do of lawyers, and law students have a higher perception of lawyers than they do of social workers.

It is not entirely surprising that a significant interaction effect would be seen between area of study (law or social work) and perceptions of the two professions, nor is it surprising that students would report higher perceptions of their own than the other profession. Based on existing literature with professional populations, it was expected that law students would have more positive attitudes toward the legal profession than would social work students and that social work students would have more positive attitudes toward the social work profession than would law students. If the attitudes were reversed, the students would potentially be enrolled in the opposite program. Other factors that may enter into the decision of which profession to

choose could include comparative costs of the different programs, socialization, internalized

messages about the role or roles a particular student might be expected to acquire, even gender

expectations. Exploring the basis for this potential distinction between perceptions of the

different professions would add value to understanding future interactions between the two

professions.

The Theory of Planned Behavior (Azjen, 1991) suggests that exposure to an activity will

result in increased knowledge of the skills and strengths of the other profession and will enhance

attitudes toward the other profession. The means were close under all conditions (less than 1.0

difference between perceptions of lawyers and perceptions of social workers both within and

between student groups) (See Table 4.6), suggesting little difference between students with

experience and those without experience. Due to the interaction effect noted above, no

conclusions regarding significance could be drawn in this research, although this information

does provide baseline findings to support further studies regarding the types of experience, the

length of those experiences, and the relationship between those experiences and other

demographic factors.

Specific Aim 2. As with Specific Aim 1, a significant interaction effect was noted

between student group and profession being rated. However, it is possible to report simple main

effects, and identify baseline differences between the two groups, so long as those results are

viewed with caution due to the interaction. This additional analysis suggests, that the differences

noted between law students and social work students involving the collaborative value of the two

professions are significant. $F (1, 199) =4.022$, $p=.046$, with law students reporting higher

collaborative values overall than social work students. Although significant, the difference

between the groups (4.29) is within the standard deviation, and should be interpreted with

caution due to the interaction effect. However, these baseline findings provide information to support future studies, including deeper analysis into the reasons for these differences, including whether they are impacted by the type or length or prior experience, or other demographic factors, such as age or ethnicity.

Both law students and social work students rated social work as a profession to be higher in collaborative value than the legal profession. Although the interaction effect requires these findings to be interpreted with caution, these results form a baseline for further research involving students at a later point in their academic careers and for early and later career professionals. Determining if, and when, these attitudes diverge would be useful information to enhance professional teamwork and collaboration.

Interestingly, law students were less likely than social workers to report an intent to practice collaboratively following graduation, but expressed overall higher opinions of the collaborative value added by both professions. This result was unexpected, as more positive opinions were expected to lead to greater intent to practice in that area. As discussed below, it is possible that early career law students are simply unaware of opportunities for collaborative practice, while social work students are socialized from the first days of graduate school about the importance of interdisciplinary work. It is unclear, however, why law students would have overall more positive impressions of the collaborative value of both professions. Although this research does not allow for definitive conclusions, it is possible that social work students, who tend to report more prior experience, have already observed systemic and institutionalized challenges that have not been yet been seen by law students. Determining whether these attitudes change with professional experience would be useful.

Students with past experience, regardless of whether they were studying law or social work, demonstrated slightly different attitudes when comparing the two professions, but these differences were not significant. This is contrary to the expected findings, which was that there would be significant differences based on experience. Additional analysis of the existing data would be helpful to determine whether differences become significant when sorted by type of experience, or by age of participants. Although the survey did not seek details regarding the length of the prior collaborative experiences, the age of the participant could provide additional insight regarding whether length of work experience has any relationship to attitudes. Additional avenues for future research could address more detailed inquiries regarding prior experiences to explore whether systemic challenges (heavy caseloads, poor pay) in the social service agencies potentially influence attitudes.

Specific Aim 3. Specific aim 3 was designed to assess the intentions of law and social work students with respect to planned involvement in interdisciplinary practice following graduation. Both Chi Square and logistic regression were used to analyze the data.

Social work students were significantly more likely than law students to express an intent to practice in interdisciplinary settings. Social work practice broadly tends to be collaborative in nature, with social workers frequently working in teams that include doctors, nurses, community organizers, educators and other professionals. Additionally, as noted above, the principles of interprofessional education are embraced by the Council on Social Work Education and are incorporated into the Social Work curriculum. Although this research took place in the first weeks of the fall semester, it is likely that the social work students would already have received some messaging regarding the interprofessional nature of professional social work practice. These concepts make it likely that the idea of working in a collaborative setting for a social work

student would be consistent with Azjen's (1991) concepts of self-efficacy (it is possible for me to work in that type of setting) and subjective norms (it is socially acceptable for me to work in that type of setting).

The current research does not support any definitive conclusions as to why there is a difference between law students and social work students, but self-efficacy is one potential explanation. A law student, with the expectation of working in a law firm with other lawyers, rather than in a social services agency, might have less self-efficacy with respect to working in a different type of work environment, and might find it less socially acceptable to accept a job in a legal aid agency when peers were accepting jobs in white collar law firms. Another possible explanation may be simply a lack of knowledge regarding opportunities for collaborative practice. This is an area in which educational initiatives could potentially impact intentions.

No significant association was found between intent to practice and prior experience. When viewed through Azjen's (1991) Theory of Planned Behavior, this is a somewhat surprising result. Prior experience was expected to increase knowledge and enhance understanding of the value of collaborative practice, but, as noted above, this was not seen in this research. It would be helpful to have more information on the actual experiences of students, including qualitative data about the ways in which those experiences influenced perceptions.

Based on Azjen's Theory of Planned Behavior (1991), the variables: interprofessional perceptions, attitudes about collaborative value, area of study (law or social work), and past experience, were considered predictor variables for intent to practice. Although the model had a good fit and explained 6.4% of the variance in intent, this is still a relatively small part of the difference. Only the area of study (law or social work) variable was statistically significant. Neither attitudes toward the professions generally nor attitudes regarding the collaborative value

of the professions significantly influenced intent to practice among the sample population as a whole. Prior experience likewise did not significantly influence intent to practice. However, social work students had odds 2.4 times greater than law students of expressing an intent to practice in an interdisciplinary setting following graduation. Although this research does not allow definitive conclusions to be drawn regarding the reasons for these differences, a possible explanation is similar to that discussed above: social work practice tends to be collaborative, and social work students, even in the first weeks of their academic careers, may receive socialization and messaging regarding the interdisciplinary nature of the work, which is different from the messages received by law students.

When split by area of study (law or social work), the results were different. For law students, the regression model was significant, with past experience being the only significant factor, predicting 64% of the cases. Law students with prior experience were 3.3 times more likely than law students without prior experience to express intent to practice collaboratively following graduation. Again, this research does not permit a definitive conclusion as to the reason for this distinction, but self-efficacy may be a potential explanation, as law students with prior experience may be more likely than students without prior experience to express greater self-efficacy (I can see myself practicing in a similar setting in the future) and a more positive concept of subjective norms (it is socially acceptable for me to work in this type of setting).

Social work students are more likely than law students to report an intent to collaborate, but unlike with law students, for social work students, none of the listed factors significantly predicted intent. Qualitative research could potentially tease out other factors that impact intent to collaborate for social work students, for example, specific practice interests (hospice or school social work), or specific types of prior experience. With respect to both groups of students, it

would be helpful to inquire more deeply into potential explanations, including examining more closely the concepts of self-efficacy and subjective norms identified by Azjen (1991).

There was very limited information in the literature from which to draw a definitive hypothesis for intent to practice. Using the Theory of Planned Behavior, it was expected that attitudes and experiences would play a role. However, attitudes, as approximated by the two scales used, played no part in the intent to practice for either group, while past experiences predicted future intent only for law students. Nonetheless, the model does suggest that social work students have more than twice the odds of law students to express an intent to practice after graduation in a collaborative setting. This is not entirely surprising, as social work jobs tend to be more collaborative in general, involving doctors, nurses, investigators and others, than do jobs in the legal field, which tend to be more siloed into law firm practice. This may also explain why law students without prior experience do not necessarily consider collaborative practice as part of their future careers, while those who have worked in collaborative settings prior to law school are more open to similar experiences following law school.

Summary. The fact that neither group of students held particularly strong positive beliefs regarding either their own or the other profession on either of the scales used was surprising, and has not been noted or addressed in other reported research using these scales. Further analysis of the scales themselves, as well as to why graduate students in two distinct professional programs do not have stronger opinions of their own and related fields could be illuminating.

The only variable that consistently seemed to influence the results of this research was area of study (law or social work), that is, whether students were enrolled in the University of Houston Law School or the University of Houston Graduate College of Social Work. If institutional or professional goals are to increase collaborative intent, then it would make sense

to increase educational initiatives with the potential to influence that intent specifically in the law school, as those students were significantly less likely to express an intent to engage in collaborative practice post-graduation. Although law students were less likely to express an intent to practice collaboratively post-graduation, they were actually more likely to express positive attitudes toward the collaborative value of both professions than were social work students. It would be helpful to explore in more detail the underlying reasons for this distinction.

Limitations

An initial limitation of this research is that it involves a convenience sample, rather than a nationally representative sample, so results cannot be generalized to a larger population. The survey was administered at a single site, the University of Houston, which is an urban campus with a diverse student body. It is possible that the experiences of Houston students are significantly different from those of students enrolled in a different city, state or region, and the experiences of urban students may differ significantly from students in more rural areas. The University of Houston also enrolls a significant number of second-career, first generation, and part-time students. Although a much broader age range was seen with social work students than with law students, both programs offer part-time options that appeal to second-career students. Both age and specific professional experiences may be significantly different than those experienced by students at other universities.

On-line students from the GCSW, all of whom are enrolled on a part-time basis, were excluded from this survey because students in that program were not enrolled in Foundation Research at the time data were collected. However, students (n~60) in the GCSW's hybrid program, also a part-time program, were included in the survey sample. The UHLC also enrolls a part-time cohort, approximately 30 students, who take face-to-face classes in the evenings.

None of the part-time law students were excluded from sample recruitment because they were enrolled in the Legal Skills & Strategies Class from which the sample was drawn. It is unclear whether these results would be different if all part-time social work students had been included, or if there are any differences between on-line part-time students and face-to-face part-time students.

The goal of recruitment efforts was to reach a sample size of 200 students (100 law/100 social work), as this number would provide sufficient power and effect size to test the main interactions. However, even with this population size, interaction effects would need to be large in order to be detected. Ultimately, the recruitment goal was reached and exceeded for social work students, but recruitment fell short of the goal for law students. As a result, there was some loss of power and increased likelihood of Type II errors. Nonetheless, a significant interaction effect was detected with respect to both scales.

Additionally, some deviations from normality were noted with some responses to some of the subscales. Although the Central Limit Theorem nonetheless allows conclusions to be drawn, deviations from normality raise the risk of Type I errors where those deviations were noted.

The research is further limited by the uneven distribution of the two cohorts. It is unclear whether those law students who responded were more motivated to participate because of a stronger interest in collaboration, or if they simply had more time to participate than those students who did not participate.

Repeated measures ANOVA identified a significant disordinal interaction effect in the analysis of the IPS results, as well as a significant ordinal interaction effect in the analysis of the CPS. These interaction effects require that the simple main effects be interpreted with caution.

Although the results provide helpful baseline information, the interaction effects and prevent any definitive conclusion being reached with respect to the research hypothesis.

Logistic regression is a statistical method meant to create inferences for the population (Onwuegbuzie, 2000). Although the social work sample consisted of the entire first year MSW class, and the law school sample was broadly representative of the first-year law school class, this sample was a convenience sample recruited from a single university in a single city in a single state, and can be viewed as potentially violating the assumption of sample representativeness. This is a threat to external validity, meaning that the results cannot be generalized to the broader population. The statistical findings should thus be interpreted with caution.

It is unclear what expectation effect, if any, was seen in the results of this research. The research suggests that students of law and of social work enter their respective professions with a strong desire to make the world a better place, most likely coupled with an expectation that they will do so following graduation. To a certain extent, these ideals are reflected in the social work Code of Ethics (NASW, 2017) and the law profession's Rules of Professional Conduct (ABA, 2018). These desires and expectations may consciously or unconsciously affect the way in which students respond to the survey, and thus may have influenced the outcome in ways that cannot easily be measured.

This research was cross-sectional in nature, measuring student intentions at a specific moment in time. A central focus of this research (specific aim 3) was examining factors that might predict reported intentions to practice collaboratively following graduation. The students surveyed, however, are at least two, and possibly more, years away from graduation. Expressed intentions in the first semester of graduate school may differ substantially from actual practice

two or three years later. Even the best of intentions may change based on external factors that were not measured in this survey, potentially including student debt, family status changes, and personal or family health challenges.

Implications for Future Research

This research was designed to assess the attitudes of students of law and social work about their own and the other discipline, prior to starting their professional careers. A surprising result of this research was the conclusion that neither group of students had particularly strong positive perceptions of their own profession. Across all conditions, both cohorts of students reported opinions that were just slightly above the mid-point of the score range on both scales. Both common sense and existing research suggest that students enrolled in a professional program should have relatively high opinions of the profession they intend to enter. While the reported attitudes were more positive than not, this research was not designed to evaluate the level or degree of positive perceptions or attitudes, and so no definitive conclusions can be drawn. However, additional research into this area could potentially tease out pre-existing attitudes that contribute to long-term career satisfaction or frustration and burn-out.

Although law students were less likely than social work students to express an intent to practice in an interdisciplinary setting following graduation, law students actually reported higher collaborative values for both professions than did social work students. This is unexpected, as existing research would suggest that more positive opinions would lead to greater expressed intent to engage in that behavior (Azjen, 1991). It would be helpful to explore in more detail the underlying reasons for this distinction.

Increasingly, interdisciplinary collaboration is seen as a way to enhance creativity in addressing complex problems in diverse arenas (Interprofessional Education Collaborative

Expert Panel, 2011; World Health Organization, 2010; Suarez-Balcazar, et al., 2006; Klein, 1990). For lawyers and social workers, this type of collaboration takes place in mental health courts, in legal aid clinics, and in juvenile justice systems**.** Existing research into collaborative practices involving lawyers and social workers is limited and extremely dated, but the research that does exist suggests that perceptions of the two disciplines toward each other may inhibit, rather than enhance, collaborative practice **(**Brown et al. 1970, p. 108; NASW, 1969, p. 39). This research, which explored *pre*-collaboration attitudes, provides baseline data regarding student attitudes, and suggests that at this early stage of both groups of students' academic careers, their views are fairly similar.

Qualitative data exploring a deeper understanding of the ways in which the two groups perceive social justice and their respective roles in pursuit of social justice would better inform future practice.

With this baseline understanding, research needs to focus next on how to strengthen attitudes and intent. Bronstein's (2003) model for interdisciplinary collaboration could form the basis for further exploration of ways to enhance collaboration.

Implications for Interdisciplinary Education. In the 1960s and 1970s, social and political movements led to profound changes in society, most particularly in the arena of equal civil rights for people of color, women, the disabled, and LGBT individuals. One of the beneficiaries of these changes was the student-led adoption of a clinical legal education model that also focused on social justice (Wizner, 2012). Despite some mis-steps along the way, social work as a profession has frequently been on the leading edge of addressing inequality, from the creation of settlement houses and "friendly visitor" programs to engaging in women's suffrage and mental health reform (Ehrenreich, 1985). For social work students, field education forms the

"signature pedagogy" for teaching future practitioners (CSWE, 2008). The Council on Social

Work Education (CSWE)'s accreditation standards require field education programs to develop

competencies than include the advancement of human rights (CSWE, 2015).

As noted above, Legal Skills & Strategies is the only required clinical course at the

University of Houston Law Center, and it focuses primarily on academic skills of research,

writing and oral advocacy. Most law schools, including the University of Houston, offer elective

clinical education in law school clinics, which are effectively legal aid agencies that serve

disadvantaged or otherwise underserved clients. Social justice is a central tenet of modern

clinical education in U.S. law schools (Barry, Dubin, & Joy, 2000). Legal clinics have been

described as is the "pinnacle" of experiential learning (Kosuri, 2012, pp. 338-339).

According to Schwartz, an expert on curriculum design in law schools, students do best

when they think, do, reflect, write, speak, and collaborate (Schwartz, 2014). While both social

work and law education incorporate all of these concepts, neither do so collaboratively in a

consistent fashion. Van Nostrand (2016) noted the "disciplinary silo" effect in the education of

law students (p. 69). After creating and then teaching an interdisciplinary course involving

students of law, public health, medicine, nursing and several with joint degree plans, Van

Nostrand (2016) noted a variety of benefits associated with participating in the course, including

effective communication with collaborators who used different problem-solving techniques, how

to work with and for a client, how to prioritize tasks, how to work within a budget, and how to

respectfully educate others. Although this research does not specifically address the benefits of

collaborative experiential learning, it is expected that such learning involving social work field

education and law school clinics would result in benefits similar to those seen by Van Nostrand

(2016). It would be useful to explore whether those differences equalize with interdisciplinary education, rather than the siloed education practices currently in effect.

Promotion of Practice Intent. This study was not designed to provide a definitive conclusion as to whether or not intent to practice collaboratively is an appropriate goal for either social work or legal education. Rather, the purpose of the study was to examine existing attitudes and assess whether those attitudes influence future intent. It seems logical to conclude that incorporating the diverse perspectives and experiences of lawyers and social workers into problem solving activities would have a beneficial influence. A next step could be to determine whether it actually matters if students are trained to collaborate, that is, whether interdisciplinary law-social work collaboration truly produces the anticipated outcomes.

Future research should explore whether interdisciplinary education, in which students are purposely connected with the other discipline in experiential learning, enhances intentions to practice collaboratively post-graduation. The Theory of Planned Behavior (Azjen, 1991) suggests that a number of factors influence future planned behavior, and subsequent research supports its ability to change planned behavior (Montanaro & Bryan, 2014). Recent research suggests that interventions which target all four of the Theory of Planned Behavior constructs (attitudes, normative beliefs, perceived behavioral control) is more effective that interventions that target fewer of the constructs (Montanaro, Kershaw, & Bryan, 2018). This research was framed by Azjen's Theory of Planned Behavior (1991). Utilizing the interdisciplinary education model described by Van Nostrand (2016) to create an experiential interdisciplinary course addressing all of the TPB constructs as an intervention, future research could incorporate pre- and post-test surveys, to assess whether intentions to practice change. Future research should also explore whether collaborative experiential learning provides other educational and

professional benefits to students that extend beyond the academic years. For example, do intentions change with interprofessional and experiential learning? Do working professionals with collaborative experiential learning in graduate school report better professional relationships or enhanced ability to work in concert with other professions?

Summary of Chapter 5

The current research provides preliminary information, based on students from one university, on the attitudes and intentions of students from each profession toward the other profession. As the current research has revealed very few differences between the two groups of students and the ways in which they perceive the other profession, future research will explore whether those perceptions diverge once students become professionals, and will also explore the elements of the Bronstein model discussed above, to identify the most effective ways to enhance collaborative practice and intent. Despite limited differences between the two groups in this preliminary research, the data supports additional research re-examining the recommendations of Brown and his colleagues (1970) and for further research into the benefits of collaborative learning for both students and clients.

Testing whether a specific interdisciplinary class or program, such as that described by Van Norstand (2016), would lead to different results was beyond the scope of this research. Nonetheless, given the benefits identified by Van Norstand and others, and the increasing academic emphasis on joint degrees and interdisciplinary education, an intervention study utilizing a structured interdisciplinary program is the next logical step in interprofessional education.

Conclusion

The purpose of this research was to analyze the perceptions and attitudes of students of law and social work towards each other and the other discipline and determine the factors that influence intentions to engage in collaborative practice following graduation. As an initial matter, and based on existing literature, it was assumed that collaborative or interdisciplinary practice is a desirable goal for both practitioners and the shared clients who are jointly served.

First year graduate students of law and social work were purposively chosen from a target university for this research in order to examine the views of students before those impressions were influenced by their academic experiences. As some participants were likely to have had prior work or volunteer experiences before starting graduate school, a question about those experiences was incorporated into the study to assess the influence, if any, of those prior experiences. Results show that the perceptions and attitudes reported could potentially be influenced or changed over the course of the graduate program.

Recognizing the limitations noted, only three preliminary conclusions can be drawn from this project. First, the studied cohort of students share similar views regarding the two professions being rated, and these views are largely in the "middle of the road," with neither group of students rating either their own or the other profession as strongly positive or strongly negative. Second, prior experience in multidisciplinary settings contributed little difference in perceptions or attitudes between students in the two areas of study. Third, the similarities between law and social work students' intent to practice interprofessionally form a baseline foundation for additional research into if and when these perceptions and attitudes change over time and as students mature into professionals in their respective fields.

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APPENDIX A

MEASURING ATTITUDES AND INTENTIONS OF SOCIAL WORK AND LAW

STUDENTS TOWARDS MULTIDISCIPLINARY WORK WITH EACH OTHER: A

QUANTITATIVE STUDY

[ATTITUDES AND INTENTIONS OF SOCIAL WORK AND LAW] 146

Title of research study:

MEASURING ATTITUDES AND INTENTIONS OF SOCIAL WORK AND LAW STUDENTS TOWARDS MULTIDISCIPLINARY WORK WITH EACH OTHER: A QUANTITATIVE STUDY Investigator: Ann E. Webb, J.D., LCSW. This research is part of a dissertation being conducted under the supervision of Dr. Monit Cheung. **Why am I being invited to take part in a research study?** We invite you to take part in a research study because you are a graduate student studying either law or social work at the University of Houston. **What should I know about a research study?** · Someone will explain this research study to you. · Whether or not you take part is up to you. · You can choose not to take part. · You can agree to take part and later change your mind. · Your decision will not be held against you. · You can ask all the questions you want before you decide, and can ask questions at any time during the study.

Why is this research being done? This research is being done to assess the perspectives, impressions and attitudes of law students and social work students toward the other profession, and to explore their intentions toward multidisciplinary practice involving both professions. **How long will the research last?** We expect that this research will last for six months. However, your participation will last less than 30 minutes. This is a survey that is intended to measure your opinions about the professions of social work and law, and how much you think social workers and lawyers collaborate in multi-disciplinary practice settings. There are no right or wrong answers, and no personal identity will be revealed through your participation in this survey. The purpose of this study is intended to get at some of the ways various professionals view themselves and view other professions. **How many people will be studied?** We expect 300 people at the University of Houston will be in this research study.

What happens if I say yes, I want to be in this research? If you agree to participate in the research, you will complete the survey that follows. It will take less than 30 minutes. **What happens if I do not want to be in this research?** You can choose not to take part in the research and it will not be held against you. Choosing not to take part will involve no penalty or loss of benefit to which you are otherwise entitled. If you are a student, a decision to take part or not, or to withdraw from the research will have no effect on your grades or standing with the University of Houston. **What happens if I say yes, but I change my mind later?** You can leave the research at any time by exiting the survey, and it will not be held against you. **Is there any way being in this study could be bad for me?** There are no foreseeable risks related to the procedures conducted as part of this study. If you choose to take part and undergo a negative event you feel is related to the study, please inform the primary investigator or the person administering the study in your location. **Will I get anything for being in this study?** When you have finished the survey, you will have the opportunity to provide your contact information to be enrolled in a drawing for a $50 Amazon gift card. If you do not complete the survey, you will not be eligible to participate in the drawing. You do not have to provide your contact information, unless you want to participate in the drawing. **Will being in this study help me in any way?** There are no known benefits to you from your taking part in this research. However, possible benefits to others include an increased understanding of the ways in which social work students and law students may work together in multidisciplinary teams to enhance the ability to achieve social justice for disenfranchised or underserved clients. **What happens to the information collected for the research?** Your taking part in this project is anonymous, and information you provide cannot be linked to your identity. **Who can I talk to?** If you have questions, concerns, or complaints, or think the research has hurt you, you should talk to the

research team at Ann E. Webb, awebb3@uh.edu, 281-799-0145.   This research has been

reviewed and approved by the University of Houston Institutional Review Board (IRB). You

may also talk to them at (713) 743-9204 or cphs@central.uh.edu if: ·   Your questions,

concerns, or complaints are not being answered by the research team. ·   You cannot reach the

research team. ·   You want to talk to someone besides the research team. ·   You have

questions about your rights as a research subject. ·   You want to get information or provide

input about this research.

Consent form I have read the consent information and agree to take part in the research

○ Yes (1)

○ No (0)

Study area I am currently studying

○ Social work (1)

○ Law (2)

○ Both law and social work in a joint program (3)

○ Something else (4)

X→

Study_year How many years of graduate study in ${Study area/ChoiceGroup/SelectedChoices} have you completed?

   ○ completed first year in the program (1)

   ○ completed second year in the program (2)

   ○ completed third year in the program (3)

X→

Gender

   I identify as

   ○ Male (0)

   ○ Female (1)

   ○ Non-binary (2)

X→

Age_category

  My age category is

  ○ Between 20 and 29   (1)

  ○ Between 30 and 39   (2)

  ○ Between 40 and 49   (3)

  ○ Between 50 and 59   (4)

  ○ Between 60 and 69   (5)

  ○ Over 70   (6)

X→

Ethnic_category

  I identify most closely as

  ○ Caucasian/White   (1)

  ○ African-American/Black   (2)

  ○ Hispanic/Latino   (3)

  ○ Multi-racial   (4)

  ○ Other   (5) _____

X→

Language

The language I speak at home is

○ English (1)

○ Spanish (2)

○ Other (3) _____

○ Multiple languages are spoken at home (4)

Past_experience

Do you have any experiences working or volunteering in an interdisciplinary or multidisciplinary setting?

○ Yes (1)

○ No (2)

Describe

Please describe your experiences working or volunteering in an interdisciplinary or

multidisciplinary setting.

_____

Q22 In your opinion, do lawyers have a role to play in social work practice?

○ Yes (1)

○ No (2)

Q23 In which of the following areas of social work practice do you believe lawyers have a role to play? You may select more than one choice.

☐   Mental health (1)

☐   Practice with immigrants and refugees (2)

☐   Juvenile justice system (3)

☐   Practice with homeless individuals (4)

☐   Practice with victims of domestic violence (5)

☐   Practice with victims of human trafficking (6)

☐   Child welfare (7)

Q24 In your opinion, do social workers have a role to play in legal practice?

○ Yes (1)

○ No (2)

Q25 In which of the following areas of legal practice do you believe social workers have a role to play? You may select more than one choice.

☐   Corporate law (1)

☐   Juvenile justice (2)

☐   Family law (3)

☐   Immigration law (4)

☐   Criminal law (5)

☐   Legal aid or pro bono practice (6)

Q26 In my future practice as a lawyer, I can foresee a situation in which I might consult a social worker in connection with a case I am handling.

○ Yes (1)

○ No (2)

Q27 In my future practice as a lawyer, I believe it is important that I work to achieve social justice.

○ Yes (23)

○ No (24)

Q28 In a few sentences, describe why you believe it is important to work to achieve social justice.

_____

Q29 In a few sentences, describe how you might work to achieve social justice in your practice as a lawyer.

_____

Display This Question:

  If I am currently studying = Social work

Q30 In my future practice as a social worker, I can foresee a situation in which I might consult a lawyer in connection with a client I am seeing.

○ Yes (23)

○ No (24)

Display This Question:

  If I am currently studying = Social work

Q31 In my future practice as a social worker, I believe it is important that I work to achieve social justice.

○ Yes (23)

○ No (24)

Display This Question:

  If In my future practice as a social worker, I believe it is important that I work to achieve social... = Yes

Q33 In a few sentences, describe why you believe it is important to work to achieve social justice.

_____

Display This Question:

  If In my future practice as a social worker, I believe it is important that I work to achieve social... = Yes

Q32 In a few sentences, describe how you might work to achieve social justice as a social worker.

_____

End of Block: Intro

Start of Block: Instructions

Instruction 1 Next you will answer a series of questions about your opinions on the ways in

which the professions of law and social work collaborate with each other. It is okay if you do not

have direct experience in this area. Please answer each question to the best of your ability, based

on your personal opinion. There are no right or wrong answers.

End of Block: Instructions

Start of Block: Collaborative Practice Scale

SW_collaboration Collaborative Practice Scale Social Workers

	Never (0)	Sometimes (1)	About half the time (2)	Most of the time (3)	Always (4)
Social workers reinforce the value of what a lawyer does when talking to a shared client. (1)	○	○	○	○	○
Social workers ask the lawyer's assessment of what may be needed to strength a shared client's support system. (2)	○	○	○	○	○
Social workers discuss with lawyers the similarities and differences in social work and legal approaches to client care. (3)	○	○	○	○	○
Social workers consider the lawyer's opinions when developing plans for a shared client. (4)	○	○	○	○	○

Social workers discuss with the lawyer areas of agreement and disagreement in an effort to develop mutually agreeable client goals. (5)	○	○	○	○	○
Social workers discuss with the lawyer the degree to which the lawyer should be involved in planning and implementing aspects of client care for a shared client. (6)	○	○	○	○	○
Social workers work toward consensus with the lawyer regarding the best approach in caring for a shared client. (7)	○	○	○	○	○
Social workers work toward consensus with the lawyer regarding the best approach in caring for a shared client. (8)	○	○	○	○	○

Social workers acknowledge that there are aspects of client care in which the lawyer has more expertise than the social worker does. (9)

○　　　　　○　　　　　○　　　　　○　　　　　○

Social workers clarify with the lawyer the division of responsibility for discussing different kinds of information with clients. (10)

○　　　　　○　　　　　○　　　　　○　　　　　○

X→

LAW_collaboration Collaborative Practice Scale Law

	Never (0)	Sometimes (1)	About half the time (2)	Most of the time (3)	Always (4)
Lawyers reinforce the value of what a social worker does when talking to a shared client. (1)	○	○	○	○	○
Lawyers seek the social worker's assessment of what may be needed to strengthen a shared client's support system. (2)	○	○	○	○	○
Lawyers discuss with social workers the similarities and differences in social work and legal approaches to client care. (3)	○	○	○	○	○
Lawyers consider social workers' opinions when developing plans for a shared client. (4)	○	○	○	○	○

Lawyers discuss with social workers areas of agreement and disagreement in an effort to develop mutually agreeable goals for shared clients. (5)	○	○	○	○	○
Lawyers discuss with social workers the degree to which the social workers should be involved in planning and implementing aspects of client care for a shared client. (6)	○	○	○	○	○
Lawyers work toward consensus with social workers regarding the best approach in caring for a shared client. (7)	○	○	○	○	○
Lawyers discuss with social workers the lawyer's expectations regarding the degree of social workers' involvement in the decision process. (8)	○	○	○	○	○

Lawyers acknowledge that there are aspects of client care in which the social worker has more expertise than the lawyer does. (9)	○	○	○	○	○
Lawyers clarify with the social worker the division of responsibility for discussing different kinds of information with clients. (10)	○	○	○	○	○

End of Block: Collaborative Practice Scale

Start of Block: Additional Instructions

Q21 Next you will be asked a series of questions regarding your opinions about individuals who are employed as social workers or lawyers. It is okay if you do not have any direct experience in this area. Please answer each question to the best of your ability, based on your personal opinion or belief. There are no right or wrong answers.

End of Block: Additional Instructions

Start of Block: Interprofessional Perceptions Scale

X→

SW_perceptions Please tell us your opinions about social workers:

	Definitely false (1)	Probably false (2)	Neither true nor false (3)	Probably true (4)	Definitely true (5)
Are competent (1)	○	○	○	○	○
Have very little autonomy (2)	○	○	○	○	○
Understand the capabilities of other professions (3)	○	○	○	○	○
Are highly concerned with the welfare of the client (4)	○	○	○	○	○
Sometimes encroach on other professional territory (5)	○	○	○	○	○
Are highly ethical (6)	○	○	○	○	○
Expect too much of other professions (7)	○	○	○	○	○
Have a higher status than other professions (8)	○	○	○	○	○
Are very defensive about their professional prerogative (9)	○	○	○	○	○
Trust others' professional judgments (10)	○	○	○	○	○
Seldom ask others' professional advice (11)	○	○	○	○	○

Fully utilize the capabilities of other professions (12)	○	○	○	○	○
Do not cooperate well with other professions (13)	○	○	○	○	○
Are well trained (14)	○	○	○	○	○
Have good relations with other professions (15)	○	○	○	○	○

X→

Law_perceptions Please tell us your opinions about lawyers:

	Definitely false (1)	Probably false (2)	Neither true nor false (3)	Probably true (4)	Definitely true (5)
Are competent (1)	○	○	○	○	○
Have very little autonomy (2)	○	○	○	○	○
Understand the capabilities of other professions (3)	○	○	○	○	○
Are highly concerned with the welfare of the client (4)	○	○	○	○	○
Sometimes encroach on other professional territory (5)	○	○	○	○	○
Are highly ethical (6)	○	○	○	○	○
Expect too much of other professions (7)	○	○	○	○	○
Have a higher status than other professions (8)	○	○	○	○	○
Are very defensive about their professional prerogative (9)	○	○	○	○	○
Trust others' professional judgments (10)	○	○	○	○	○
Seldom ask others' professional advice (11)	○	○	○	○	○

Fully utilize the capabilities of other professions (12)	○	○	○	○	○
Do not cooperate well with other professions (13)	○	○	○	○	○
Are well trained (14)	○	○	○	○	○
Have good relations with other professions (15)	○	○	○	○	○

End of Block: Interprofessional Perceptions Scale

Start of Block: Block 5

Display This Question:

> *If I am currently studying = Law*

Intent Following graduation, I intend to work in collaboration with social workers.

○ Yes (23)

○ No (24)

Display This Question:

> *If I am currently studying = Social work*

Q16 Following graduation, I intend to work in collaboration with lawyers.

☐   Yes (28)

☐   No (29)

End of Block: Block 5

APPENDIX B

INTERDISCIPLINARY PERCEPTIONS SCALE

TO BE USED WITH BOTH LAW AND SOCIAL WORK STUDENTS

INTERPROFESSIONAL PERCEPTION SCALE
ALL ANSWERS ARE CONFIDENTIAL

This is a study of interprofessional perceptions. It is intended to get at some of the ways various professions view themselves and view other professions. Please answer all questions. The first column asks your opinion about social workers; the second column asks your opinion about lawyers. Circle the number that corresponds to the choice closest to your opinion of the statement.

	Persons in this profession:	Social Workers					Lawyers				
		Very untrue				Very true	Very untrue				Very true
1	Are competent	1	2	3	4	5	1	2	3	4	5
2	Have very little autonomy	1	2	3	4	5	1	2	3	4	5
3	Understand the capabilities of other professions	1	2	3	4	5	1	2	3	4	5
4	Are highly concerned with the welfare of the client	1	2	3	4	5	1	2	3	4	5
5	Sometimes encroach on other professional territory	1	2	3	4	5	1	2	3	4	5
6	Are highly ethical	1	2	3	4	5	1	2	3	4	5
7	Expect too much of other professions	1	2	3	4	5	1	2	3	4	5
8	Have a higher status than other professions	1	2	3	4	5	1	2	3	4	5
9	Are very defensive about their professional prerogative	1	2	3	4	5	1	2	3	4	5
10	Trust others' professional judgments	1	2	3	4	5	1	2	3	4	5
11	Seldom ask others' professional advice	1	2	3	4	5	1	2	3	4	5
12	Fully utilize the capabilities of other professions	1	2	3	4	5	1	2	3	4	5
13	Do not cooperate well with other professions	1	2	3	4	5	1	2	3	4	5
14	Are well trained	1	2	3	4	5	1	2	3	4	5
15	Have good relations with other professions	1	2	3	4	5	1	2	3	4	5

APPENDIX C

Collaborative Practice Scale

Used with both social work and law students

Collaborative Practice Scale

This is a scale that measures how much you think social workers and lawyers collaborate in multi-disciplinary practice settings. Below each statement is a scale from Never to Always. Please circle the number between Never and Always that comes closest to how often actions are taken in the manner described in the statement. Please answer all questions.

1. Social workers reinforce the value of what a lawyer does when talking to a shared client

Never				Always
1	2	3	4	5

2. Social workers ask the lawyer's assessment of what may be needed to strength a shared client's support system.

Never				Always
1	2	3	4	5

3. Social workers discuss with lawyers the similarities and differences in social work and legal approaches to client care.

Never				Always
1	2	3	4	5

4. Social workers consider the lawyer's opinions when developing plans for a shared client.

Never				Always
1	2	3	4	5

5. Social workers discuss with the lawyer areas of agreement and disagreement in an effort to develop mutually agreeable client goals.

Never				Always
1	2	3	4	5

6. Social workers discuss with the lawyer the degree to which the lawyer should be involved in planning and implementing aspects of client care for a shared client.

Never				Always
1	2	3	4	5

7. Social workers work toward consensus with the lawyer regarding the best approach in caring for a shared client.

Never				Always
1	2	3	4	5

8. Social workers discuss with the lawyer their expectations regarding the degree of the lawyer's involvement in the decision process.

Never				Always
1	2	3	4	5

9. Social workers acknowledge that there are aspects of client care in which the lawyer has more expertise than the social worker does.

Never				Always
1	2	3	4	5

10. Social workers clarify with the lawyer the division of responsibility for discussing different kinds of information with clients.

Never				Always
1	2	3	4	5

11. The lawyer reinforces the value of what a social worker does when talking to a shared client.

Never				Always
1	2	3	4	5

12. Lawyers seek the social worker's assessment of what may be needed to strength a shared client's support system.

Never				Always
1	2	3	4	5

13. Lawyers discuss with social workers the similarities and differences in social work and legal approaches to client care.

Never				Always
1	2	3	4	5

14. Lawyers consider social workers' opinions when developing plans for a shared client.

Never				Always
1	2	3	4	5

15. Lawyers discuss with social workers areas of agreement and disagreement in an effort to develop mutually agreeable goals for shared clients.

Never				Always
1	2	3	4	5

16. Lawyers discuss with social workers the degree to which the social workers should be involved in planning and implementing aspects of client care for a shared client.

Never				Always
1	2	3	4	5

17. Lawyers work toward consensus with social workers regarding the best approach in caring for a shared client.

Never				Always
1	2	3	4	5

18. Lawyers discuss with social workers the lawyer's expectations regarding the degree of social workers' involvement in the decision process.

Never				Always
1	2	3	4	5

19. Lawyers acknowledge that there are aspects of client care in which the social worker has more expertise than the lawyer does.

Never				Always
1	2	3	4	5

20. Lawyers clarify with the social worker the division of responsibility for discussing different kinds of information with clients.

Never				Always
1	2	3	4	5

APPENDIX D

THEORY OF PLANNED BEHAVIOR SURVEY

Theory of Planned Behavior Question

Following graduation, I plan to work in a multidisciplinary setting with both lawyers and social workers. (Intent)

Yes

No

Adapted from Ajzen, I. (2013). Theory of Planned Behaviour Questionnaire. Measurement Instrument Database for the Social Science. Retrieved from www.midss.ie