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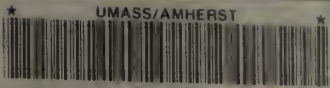
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A BACCALAUREATE MAJOR IN HUMAN DEVELOPMENT

WITH CONCENTRATION IN GERONTOLOGY:

A DESCRIPTION AND EVALUATION

A Dissertation Presented

By

SUZANNE BEVIER WHITAKER

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

May   1983

Education

A BACCALAUREATE MAJOR IN HUMAN DEVELOPMENT
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A DESCRIPTION AND EVALUATION

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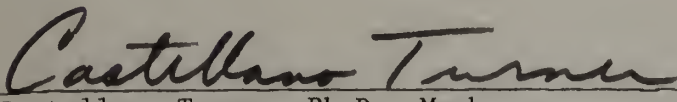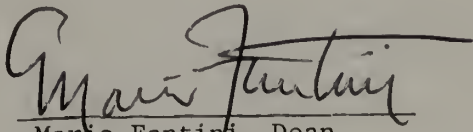
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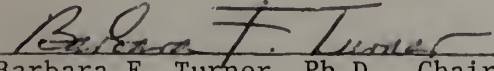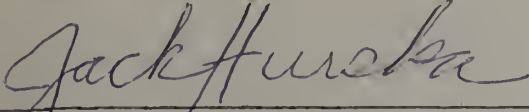this research could not have proceeded.

ABSTRACT

A Baccalaureate Major in Human Development with
Concentration in Gerontology: A
Description and Evaluation

(May 1983)

Suzanne Bevier Whitaker
B.A., Swarthmore College; M.A., New York University;
Ed.D., University of Massachusetts at Amherst

Directed by: Professor Barbara F. Turner

A baccalaureate major in human development with
concentration in gerontology is described and evaluated.
Course content, including field placement, was evaluated
through comparison with standards set by gerontology
experts. Program outcomes were evaluated through analysis
of job performance of graduates. Lists of courses re-
commended for all who work in aging and for workers in
two specialty areas were compared with course requirements
and offerings. List of desirable characteristics of
field placements and ways of achieving such characteristics
were compared with characteristics and practices of the
evaluated program. Results showed that the program met
or exceeded standards in most areas. Concern over in-
adequacy of academic credentials as predictors of job
success led to comparison of elder service job performance
of recent graduates with graduates of non-gerontology
programs. Eight matched pairs, controlled for age, sex,

job classification, time at agency and supervisor, were
rated by agency supervisors on seven dimensions of job
performance common to all agency rating scales. All
subjects were rated as performing satisfactorily. Numerical
ratings showed no significant difference overall between
gerontology students and controls. Controls were rated
as producing more work ($t=2.36$, p $<.05$). Essay ratings
were somewhat more negative concerning gerontology students.
Design problems and research models are discussed,
including the apparent lack of synchrony between hiring and
job performance standards in some agencies.

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INTRODUCTION

<u>Scope and Purpose</u>

"Central to all academic endeavors in gerontology
are efforts to establish a firm educational base for the
field and to adequately prepare students who will under-
take careers in gerontological research and practice."
This statement of purpose, prefacing the second annual
review volume of the Association of Gerontology in Higher
Educaton (Sterns, Ansello, Sprouse, and Layfield-Faux,
1979, p. ix) makes clear the two issues in gerontology
to which this dissertation responds.

The University of Massachusetts at Amherst designed
and developed an undergraduate program in gerontology
and accepted as a major part of its commitment the
preparation of students for entry positions in gerontological
practice.

The purpose of this dissertation is twofold: a) to
describe and evaluate the course elements and field
placement component of the program, and b) to evaluate
the preparation of students undertaking their first aging
service jobs through analysis of on-the-job performance.

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C H A P T E R   I I
COURSE ELEMENTS

Literature Review

The rapid development of the field of gerontology, particularly within the last two decades, is well documented. The 1961 White House Conference on Aging called attention to the needs of the elderly. In 1971, Birren, Gribbin and Woodruff noted the relative lack of programs preparing workers for response to the need, and they, among others, issued a call for expansion in educational opportunities in aging. The response among educators and students led to dramatic growth. Gerontology programs, located at a scattering of universities in the 1950's, had been established at approximately one-third of all the institutions of higher education in the country by 1976 (Sprouse, 1976). Sprouse's review for the Association for Gerontology in Higher Education (hereafter referred to as AGHE) of educational institutions established 1,275 as offering some gerontological course content. Academia had discovered gerontology, and the battle for quantity had been won (Beattie, 1978), possibly with "overkill". A great cry of concern then arose over the

emergence of a new breed of educator, the "instant gerontologist" who, coming from any of a variety of disciplines, and with little preparation, responded to the demand for teachers (Corbett, 1979, p. 28; Loeb, 1979, p. 34; Seltzer, 1979, p. 37). The issue promptly became how to maintain quality as well as quantity (Corbett, 1979, p. 28).

The sources of this mushrooming of programs in the '70's are several. First, aware of the demographic data that predict continued and increasing attention to older people, students responded with interest and began to consider gerontology as a promising vocational choice (Corbett, 1979, p. 28). Estimates based on the projections of the 1970's indicated two to three times more jobs in aging at the end of the decade as had been available at the beginning (Hendricks, J. and Hendricks, C., 1977). Despite the economic entrenchment of the early 1980's, gerontology continues to appeal to students as an attractive and growing field. Second, academia responded to the sense of urgency which was widely felt about providing for the elderly. Communities demanded action, and began to get it (Cottrell, 1978). A third source of the rapid growth of programs can be seen in the response to Federal promises of financial support for programs preparing career gerontologists. Under financial stress, flagging academic

programs initiated curricula in gerontology, in part as an act of self-preservation (Beattie, 1978, p. 30). Questions about the quality and longevity of such programs may be asked, and careful attention should be given to monitoring their progress (Atchley and Seltzer, 1977).

Student interest and programs have grown. And clearly the need is present in the service sector for well-qualified graduates. Very recent studies of those who now serve the elderly underscore this need (Spence, 1979). Gerontologists lament the lack of knowledge about aging among those who serve (Elias, 1979, p. 526). In the mid-1970's, only 10 to 20 percent of those who were then (1977) in direct service roles had formal training in gerontology (Hendricks, J. and Hendricks, C., 1977, p. 406).

The rapid program growth has led to heavy demand for faculty and, in a few instances, the recruitment (or self-recruitment) of the ill prepared (Loeb, 1979). "College teachers, many of whom have no academic or research background in gerontology, are forced into the position of the 'instant gerontologist'" (Corbett, 1979, p. 28).

These cautions about faculty are mirrored also in concerns about the content of the knowledge base. The question becomes not only how to guide the selection of who will teach, but also, how to define the appropriate body of knowledge and indicate what is to be taught. As

is characteristic of most rapid growth, the fast expansion

of knowledge in gerontology has led to inconsistent quality

and irregular development of the knowledge base. "The

quantity of gerontological writing has multiplied rapidly,

but the quality has not always matched quantity" (Corbett,

1979, p. 29). Woodruff and Birren (1975) document the

great surge of information production: Until 1949, there

were five or six books published in the area of aging.

However, "the literature generated between 1950 and 1960

equalled the production of literature published in the

entire preceeding 115 years. It appears, then, that research

and interest in aging are showing an exponential curve

of growth" (Woodruff and Birren, 1975, p. 24).

A more recent commentary by Phyllis Betts Otti at the

1981 AGHE meetings both summarizes growth and issues

caution regarding quality of literature:

> Stimulated by the Gerontological Society's
> emphasis on systematic research, literature
> in the field of aging became more substantial
> beginning in the late 1940's. Between 1949 and
> 1961, publications on aging and the aged numbered
> more than 34,000 (Youmans, 1973), contrasted to
> a mere 18,000 publications between 1900 and 1948
> (Crandall, 1980). While scholarly literature has
> proliferated, a great deal of publication remains
> within the context of government studies, applied
> professional publications such as those published
> by the American Nursing Home Association, and
> popular periodicals such as "Modern Maturity"
> published by the American Association of Retired
> Persons. The quality of literature has been
> highly variable and at times informed by the
> agenda of a particular interest group. Indeed,
> some of the literature has reinforced the con-
> ventional wisdom (Otti, 1981, p. 29).

Program growth, student demand and service need are
clear. The field has been cautioned about the issue of
quality in the great outpouring of literature in aging.
The question of <u>what to teach</u> becomes defined as a search
for structure in educational systems. The primary focus
becomes curricular models and standards (Johnson,
Britton, Lang, Seltzer, Yancik, Maklan and Middleswarth,
1980, p. 4). Demand developed in the 70's for curricular
standards and guidelines for both the generalist and the
practitioner. In answer to these requests, a number of
educators and researchers have made attempts to provide
models, and to delineate minimal standards in gerontological
education.

An early effort in this direction was made by the
Inter-University Training Institute in Social Gerontology,
beginning in 1957. The project team of 25 leaders in
gerontology from 16 universities and two governmental
agencies, directed by Wilma Donahue, defined its goals as
the development of what was perceived as a new scientific
field, social gerontology, and the systematic introduction
of this new field to the academic and scientific
communities (Donahue, 1960 as cited in Johnson, et al).

The outcome of this early effort appeared in concrete
form in two volumes: <u>The Handbook of Social Gerontology:</u>
<u>Societal Aspects of Aging</u> (Tibbets, 1960) and <u>Handbook of</u>

<u>Aging and the Individual: Psychological and Biological</u>
<u>Aspects</u> (Birren, 1959).

An offshoot of this project was the publication of
<u>Syllabi in Social Gerontology</u> (University of Michigan, 1959,
as cited in Johnson, et al, p. 4).

The 1961 White House Conference on Aging spurred
more activity. The critical review and comments of more
than 100 educators, program administrators and professional
workers were utilized in the preparation, by the Office of
Aging, of the final guide "Training in Social Gerontology
and Its Application" (USDHEW, 1965). This offered a two
year graduate level interdisciplinary program guide.

Further work in shaping graduate programs in social
gerontology, carried out by an ad hoc committee of the
Gerontological Society, is reported in the book <u>Graduate</u>
<u>Education in Aging within the Social Sciences</u> (Kushner
and Bunch, 1967, as cited in Johnson, et al, p. 4).

The Western Gerontological Society established a
general framework and standards for various types of
educational programs in gerontology. During 1977, 50
members of the WGS Education Committee met to discuss
pressing issues in gerontological education. Basing their
conclusions on these discussions, volunteers from this
group drafted standards and guidelines which have since
been subjected to critical review and revision (Lenzer,
1978). "The materials produced through these efforts. . .

describe characteristics of students, course work and faculty believed to be essential for quality programs at the two-year, four-year and graduate levels" (Johnson, et al, p. 4).

Curricular designs have been proposed by faculty at individual institutions. Syracuse University's All-University Gerontology Center published an <u>Instructor's Handbook for the Development of a Basic Course in Gerontology</u> (1975) including course outlines and methodology aids. Atchley and Seltzer (1974, 1977) presented another set of course outlines and guidance in setting up gerontology programs in <u>Developing Education Programs in the Field of Aging</u>.

The difficulties in curriculum development which arise from gerontology's multi-disciplinary status are addressed by Miller and Cutler (1976, pp. 198-205).

A related question: how is gerontology defined--as a discipline, a profession, or a specialization of another discipline--complicate attempts to define the structure and content of a model program (Loeb, 1979).

It is against the background of this history and acknowledgement of unresolved problems that the attempt is made to describe and evaluate the University of Massachusetts (UMA) gerontology program.

Methodology

Instrument

The program elements of the University of Massachusetts at Amherst Human Development Major with concentration in Gerontology (hereafter referred to as UMA HD/GER) were measured against the criteria for good programs set by experts in gerontology.

The literature was searched in order to identify appropriate content for a curriculum in gerontology. A recent inquiry (Johnson, et al, 1980) conducted through the collaborative efforts of the Association for Gerontology in Higher Education and the Gerontological Society concerning identification of the foundations of gerontological education, was adopted as a definitive source. Although other prescriptions for curriculum design in gerontology exist (Lenzer, 1978, Atchley and Seltzer, 1974, 1978) the AGHE study was used because it is more comprehensive, current, and useful.

Before further consideration is given to the relative assets of the models available to UMA for use an an evaluative criterion, a more general review of the AGHE study is in order.

Upon its appearance, the AGHE study (referred to also as the Foundations Project) generated much discussion, yielding both support and criticism of the effort from

philosophical as well as methodological grounds. As these critical remarks reflect not only on this study, but to some degree on any curricular formulation, they are given consideration here.

To say that the publication of the AGHE study stimulated a storm of protest is not quite accurate. The quanity of response to the new proposals reflect, however, its stature as "an important event in the history of gerontology" (Seltzer, 1981, p. 341). A symposium was organized in the 1981 annual meeting of AGHE to discuss its "uses and abuses". Substantial support for the project was expressed as well as concern about the implications for education. In this symposium Brenda McGadney listed the underlying issues of gerontology in higher education--issues related to a) professional and vocational education; b) appropriate functional roles of different educational levels; c) multi-disciplinary/interdisciplinary programs and d) the dilemma regarding the definition of gerontology as either a discipline or a profession. The great diversity in the field and the seriousness of these concerns led her to conclude that these issues must be resolved before there can be an effective discussion about and examination of the development of education program guidelines.

Ray Olson, from his perspective as a community college faculty person, found merit in the published list

of competencies which could be used to help shape curricula. His major objection to the study involved the lack of representation of community college concerns in the approach and in the panel of experts. He noted that the discussion of the nursing baccalaureate program left out proper recognition of the A.A. nursing degree and the community college's role in nursing preparation. The small number of community college personnel in the sample was also seen as a shortcoming. He found the heavy emphasis on "knowledge base" also left the community college with the dilemma of finding the balance between "education" and "training". He supported others in expressing concern with the establishment of rigid curriculum guidelines, noting that there may be many ways, not just one, to develop good curricula (Olson, 1981, p. 342).

Objections arose from other gerontologists regarding the possibility of contributing to the problem of the "instant gerontologist" with a ready-made curriculum. There was question, also, regarding the value of "letting statistics rather than leadership" set the parameters in a field. Atchley objected to the methodology of the study in that those who were questioned regarding "appropriate knowledge and information" for gerontology were not, for the most part, knowledge and information specialists; they were not in the "business of scholarship". He felt that an examination of basic textbooks in the field would

yield considerable consensus on a "core of knowledge" and that the foundations of the field are far more general than the Foundations Project would indicate. Atchley felt that the Project took far too "disciplinary" an approach (Atchley, 1981, p. 343).

Strong support for the Project came from those appreciating it for having set criteria which are seen as needed for evaluating the efficacy of educational programs for professional practitioners (Seltzer, 1981).

Responding to the comments made by other participants, Mildred Seltzer suggested that the group remind themselves "that the Project findings did indicate strong support that a core of essential knowledge exists, a core with which those preparing to work in the field of aging need to be familiar" (Seltzer, 1981, p. 343). Quoting the report, she notes: "While the data obtained represent a wide diversity of perspectives, we found considerable consistency among respondents of similar professional training and allegiance. . ." (Johnson, et al, 1980, preface). Seltzer points out that the Project reporters in no way indicated that "this is the way it must be", but rather saw it of use in a variety of ways:

> Educators should be able to glean from the
> report options and guides that are useful in
> the planning and evaluation of curricula.
> Similarly, students should find it helpful in
> assessing schools and specific educational
> programs. Agency administrators may consider

our findings in weighing the credentials of job
applicants. And, finally, funding agencies
should find assistance in these pages for the
evaluation of applications for support (Johnson,
et al, 1980, preface).

Seltzer closes by noting: "The Foundations Project is but

one stage in the development of a newly emerging pro-

fession and/or academic discipline. It is a milestone,

not a millstone. If it carries us forward in our develop-

ment, then it has more than served its purpose" (Seltzer,

1981, p. 343).

Objections raised in this symposium to the limita-

tions inherent in defining a "panel of experts" are

supported by later work. Very recently reported in the

October 1981 Special Issue of the Gerontologist, Herriott

and Prothero (1981) report a study of the guidelines and

student reaction. The researchers found that students in

gerontology programs, when asked to rank AGHE "Foundations"

curriculum priorities agreed with the expert panel on

"essentiality" of certain topics, but placed greater

emphasis on topic clusters representing social policy,

legislators, and social services than did the experts.

One must ask whether or not this codification by the panel

of curriculum considerations will tend to block out issues

of major concern during a sensitive period of field and

curriculum formation. Gerontology is still young. This

consideration may need to be kept in mind, although, as

noted above, the Project personnel in no way intended for

the proposals to be taken as final. In practice, however,
they may be taken by faculty seeking guidance as more
authoritative than is appropriate.

How do these considerations influence the advis-
ability of UMA using the AGHE study results, or any other
curriculum prescription, as a criterion for evaluation?
First of all, regarding the issue of the "instant gerontolo-
gist": The UMA program was quite mature in its development
when the curriculum criteria were sought. The program was
into its third year, was well staffed by faculty based in
gerontology or the gerontological aspect of their special-
ties, and sought a standard to serve as a comparison, rather
than a quick prescription for mobilizing marginally-trained
faculty. The AGHE study did not act to stimulate a program
of shallow foundation, but rather to help in the evaluation
of a well-established one.

Second, with regard to limiting input into curriculum
changes by "setting in stone" one particular formulation,
the UMA program needs, like any institution, to guard
against narrowness. There is an impact in finding that
what one's institution has developed meets the criteria
set by a panel of experts. However, built into the UMA
system has been, and should be, input from the students,
community, and other university sources regarding curriculum
needs. A 1978 study, done by then Project evaluator
Marietta Taylor, solicited student input regarding curriculum

areas they wished to see addressed. The development of the Competency-Based Curriculum included the solicitation of input from community sources regarding appropriate curriculum content in the competencies for the internship. Curricular review was invited of the UMA Multidisciplinary Gerontology steering committee in 1979. A provision for continual re-evaluation and input from these and other sources needs to be a part of the process of curriculum shaping.

A comment on the UMA project with regard to the findings of Harriott and Prothero (1981): These researchers repeated that a cluster of topics related to social policy, legislation and social services were listed as more "essential" by students than by expert panelists. The UMA curriculum has, as a required course, "Community Services and the Aging", which specifically addresses these concerns. Given proper attention to all the concerns expressed in the above discussion and given the purpose which the UMA program staff had in using a curriculum study, it seems reasonable that one such formulation be selected.

A look at the curricular prescriptions of Atchley and Seltzer (1974, 1977), compared to the AGHE study, gives a picture of the scope and variation in such proposals and our reasons for selecting the latter proposal. Atchley and Seltzer prepared a monograph offering practical advice

and describing the major components of an educational program in aging. Recommendations are offered on several topics: Where and how to start; where support goes beyond soft money; use existing faculty; how to introduce aging material into introductory courses in other disciplines; use self-contained short units; how to start courses in aging; start with a single course (avoid thanatology) and emphasize the normal aspects of aging as well as problem areas. Programs should attempt to develop courses in more than one discipline in order to emphasize the multi-disciplinary nature of gerontology (p. 5).

Major emphasis is put upon the importance of field experience in any gerontology program. Values for the student, the university and the community are cited, and prerequisites, course content, structure and academic policies are addressed. Atchley and Seltzer introduce a number of other issues, and conclude with course outlines which parallel much of the material in the AGHE study.

The AGHE report is not a step-by-step handbook, but rather a research report gained from a survey of 114 experts in gerontology, selected from a broad base of related disciplines and specialties. The study is concerned with identifying what course material should be core knowledge for people working in gerontology. It addresses both the generic, for all gerontology workers, and the specific, for people in certain specialty areas. The study also

reports the opinions regarding field placement. Practical "how-to" advice appears to a limited degree in the reporting of themes among participant recommendations.

The reasons are clear for selecting the AGHE study over the Atchley and Seltzer (1974, 1977) or Lenzer (1978) material. The AGHE study is viewed as more comprehensive and, possibly for that reason, has greater content validity than either of the other studies. We are interested in finding out what course material is seen as essential by the broad range of professionals with whom our students would later interact, as well as knowing the content recommended by academic gerontologists. The AGHE study is based upon the opinion of a larger number of experts from a broader range of disciplines than the Atchley and Seltzer or Lenzer studies.

The AGHE study is done in a systematic, clearly defined way. This clarity and structure make future replications possible. Replicability is a characteristic of good research.

The material made available through the AGHE study is, for evaluation purposes, more useful to the UMA program. The information is ranked in order of importance, enabling programmers to use this weighting in making judgements when selecting one course over another. Next, the information pertains to both the general (all geron-

tology workers) and the specific (bio-medical, psycho-
social, and socioeconomic environmental career clusters).
As the program maintains both the goals of preparing the
generalist as well as preparing students specifically
for entry into case-management and social service worker
positions, the psycho-social and socioeconomic environ-
mental course clusters were of particular interest.

A final factor influencing the choice of the AGHE
study over the Atchley and Seltzer and Lenzer material
is its recency. The AGHE study was reported in June of
1980, the most current of the three sources.

The AGHE study pursued five areas of inquiry:
a) components of a basic core of knowledge essential for
all people working in the field of aging, b) knowledge
essential for clusters of professions related to the bio-
medical sciences, human services, and social-physical
environment, c) knowledge essential for four professional
fields--clinical psychology, nursing, nutrition and
social work, d) the advisability and content of field
placement, and e) appropriate literature.

Although all of these areas of inquiry were not
germaine to the purposes of the UMA study, as noted above,
the AGHE design did meet the needs of the proposed UMA
research.

The AGHE study used the Delphi method--a series of

iterative questionnaires completed by a selected panel of individuals with relevant expertise--which provides feedback and seeks consensus from respondents. Three or four rounds are typically used.

The panel of respondents consisted of 97 who answered the full set of questions, out of a group of 141 invited (97 in round one fell to 87 by round three). Criteria for selection of the initial group included recognition in gerontology for outstanding work in research, practice or education, representation from a wide range of disciplines and professions, involvement in and knowledge of various levels of higher education, and full representation of the United States.

Major findings include: a) consensus regarding the existence of a core of essential knowledge which should be offered to all preparing for work in the gerontological community: this core is multidisciplinary and includes health, psychology, biology of aging, demography, sociology, environment and economics of aging; b) consensus regarding the appropriateness of clustering respondents from different professions for the purposes of recommending curriculum design (see list above) and identifying curricular content; c) consensus on essential components of professional preparation in specific disciplines; d) agreement on the need for and appropriate characteristics of field placement; and e) a lack of agreement regarding appropriate

literature. Consensus was defined as over 90% agreement among respondents.

As the UMA project developed a Gerontology concentration within a baccalaureate Human Development major, including a field component, and was geared to preparing students for entry-level positions primarily in home care corporations and social service centers, the most relevant AGHE findings are a) existence and content of a core curriculum, b) curricular content of psycho-social and socioeconomic professional preparation, and d) appropriate characteristics of field placement.

Procedure

Course content.

To describe and evaluate the course elements and field placement component of the UMA program, a comparison was made between the AGHE recommended curriculum and the curriculum of the UMA HD/Ger major. Results are presented in Tables 1, 2, and 3.

Field Placement.

Field placements were seen as very important components in a gerontology curriculum. Although consensus was not reached across all clusters of AGHE respondents, respondents in fields most relevant to the UMA program gave strong support to the notion that field placement should be required for their area (psychosocial, 83% support; socio-

Table 1

R= required for major
E= elective

AGHE Study Curricular Content Essential for All Gerontologists Topics and Skills Meeting Criterion of Consensus (90%)	percent	UM/A Project Human Development Major/Concentration Gerontology Required and Recommended Courses Which Include Listed AGHE Topics/Skills/App.
Topics:		
Psychology of aging (normal changes)	98	Psychology of Middle and Old Age (R)
Health and Aging	97	Health Aspects of Aging (R)
Biology of Aging (normal changes)	91	Health Aspects of Aging (R)
Skills/Approaches:		
Understanding aging as normal experience	97	(represented in numerous courses)

Curricular Content for All Gerontologists Topics and Skills Considered Essential by Less than 90% but more than 80% of Respondents		
Topics:		
Sensory Change (hearing, vision, touch)	89	Psychology of Middle and Old Age (R)
Demography of aging, e.g., age structure of society; trends	87	Sociology of Aging (R)
Sociology of Aging	86	Sociology of Aging (R)
Environment of Aging	85	(psychological) Human Development in Adulthood (R) (physical) Community Services and the Aging (R)
Role Change, devel. tasks e.g. family & sex roles, retirement, widowhood	84	Human Development in Adulthood (R)
Mental Health & Illness e.g. depression, senility	83	Psychology of Middle and Old Age (R)
Economics of Aging	81	Sociology of Aging (R)
Skill/Approach:		
Respect for elderly, recognition of potential	84	(represented in all coursework) Other required coursework: Theories of Human Development, Theories of Interviewing and Counseling, Research Methods in Human Development.

R=Required for major
E=Elective

Table 2

AGHE Study
Curricular Content Considered Essential
for Cluster B - Psychosocial

UM/A Project
Human Development Major/Concentration Gerontology
Required and Recommended Courses
Which Include Listed AGHE Topics/Skills/App.

Topics or Skills/Approaches:

percent

Topic	percent	Course
Cognition, cognitive changes, e.g. intelligence, learning, memory	100............	Psychology of Middle and Old Age (R)
Health and Aging	100............	Health Aspects of Aging (R)
Psychology of Aging (normal changes)	100............	Psychology of Middle and Old Age (R)
Adaptive Mechanisms	94............	Psychology of Middle and Old Age (R)
Biology of Aging (normal changes)	94............	Health Aspects of Aging (R)
Demography of Aging, e.g., age structure of society,trends	94............	Sociology of Aging (R)
Marital & Family Relationships	94............	Human Development in Adulthood (R)
Mental Health & Illness, e.g., depression, senility	94............	Psychology of Middle and Old Age (R)
Personality Development	94............	Human Development in Adulthood (R)
Interdisciplinary collaboration	94............	(inherent in many courses through guest lecturers,etc.)

R=Required for Major
E=Elective

Table 3

UM/A Project
Human Development Major/Concentration Gerontology
Required and Recommended Courses
Which Include Listed AGHE Topics/Skills/App.

ACHE Study
Curricular Content Considered Essential
for Cluster C -Socioeconomic Environmental

Topics:	percent	
Demography of Aging,e.g. age structure of society,trends	100	Sociology of Aging (R)
Psychology of Aging (normal changes)	100	Psychology of Aging (R)
Public Policy for Aged	100	Community Services and the Aging (R)
Economics of Aging	98	Sociology of Aging (R)
Sociology of Aging	98	Sociology of Aging (R)
Health and Aging	96	Health Aspects of Aging (R)
Biology of Aging (normal changes)	93	Health Aspects of Aging (R)
Environment and Aging	93	(psychological) Human Development in Adulthood (R) (physical) Community Services and the Aging (R)
Legislation Concerning Aged., e.g. Medicare, retirement law,SSI	93	Community Services and the Aging (R)
Attitudes Toward Aging & Aged, stereotypes	91	Human Development in Adulthood (R)
Marital & Family Relationships	91	Human Development in Adulthood (R)
Socio-cultural Context of Aging	91	Sociology of Aging (R)
Skills/Approaches:		
Understanding aging as normal experience	98	(represented in numerous courses)
Planning,program development	93	Community Services and the Aging (R) Field Placement (R)

economic, 91% support). The UMA project planners were in complete agreement with the later AGHE findings; field placement was viewed as an essential component of the major. A comparison of the AGHE recommended characteristics of field placement and the characteristics of the UMA program field placement is made in Tables 4, and 5.

Findings

Table 1 shows that all curricular content considered essential for <u>all</u> gerontologists is required in the UMA program, as well as all of the curricular content recommended by more than 80% of AGHE respondents.

Table 2 shows that all curricular content considered essential for occupations dealing with psychosocial functioning (Cluster B) is required in the UMA program.

Table 3 shows that all curricular content considered essential for occupations dealing with socioeconomic environmental concerns (Cluster C) is required in the UMA program.

In addition to the curricular content considered essential by a consensus, or considered by 80% to be essential to the core of knowledge for all gerontologists, the UMA program requires or recommends the following course work:

AGHE Study

Eight Characteristics of Field Placement (rated extremely or somewhat important by 90% of respondents)	Source of Data	UMA Program (Nine students, eight agencies)
Has good supervision	EQ	S rating A Sup: very good 5, somewhat good 3 not good 1 S rating U Sup: very good 9 (good=supportive, goal clarification, information source, occasional direction, theory)
	PR EQ	1 on 1, S-A Sup 1 hr. per wk., Gp U Sup 2 hrs. per wk. 1 on 1, U Sup 1 hr. per mo.
Provides for evaluation	PR	A&U eval. S on competency completion, records, "excellence"; A on work habits
	EQ	S&A eval. effectiveness of competency concept S eval. A&U on many topics, see liston pp 31&32)
		competency completion=passing grade; "excellence" and records completion yields points towards 'A' rating
Involves direct contact with older adults	PR	Ss in all placements had direct contact with older adults; part of competencies

EQ= UMA evaluation questionnaire; S=student; A=Agency; U=University; Sup=supervision
PR=project records; Gp=group.

Table 4 (cont'd.)

AGHE Study	Source of Data	UMA Program
Integrates theory with practice	PR	major emphasis on theory-pract. integration in:
		Interviewing, 9S, Gp. Wk., 6S, workshops on Legal Aid, Minority Elderly, Socio. Res. 9S
		minor emphasis on theory-pract. integration in:
		3 support-oriented workshops, Prog. Dev. or Admin. competencies.
Objectives are clear, shared by educational and place-ment institution	PR	competencies, activities of all 3 parties agreed upon by S,A,U, in contract
	EQ	A EQ on clarity of objectives: out of 34 responses, A rated clear 27, not clear 1, no response 1 (5 out of 8 agencies responding)
Placement institution is cooperative, supportive	EQ	of 8A, 2 exceptionally coop/supp, 3 very coop/supp, 1 adequately coop/supp, 2 not very coop/supp (see Appendix B, pt. II)
Is of sufficient duration	EQ PR	A Sup agreed 16 wks. enough time to complete tasks (with 1 exception), consensus of As wanting more contact with same Ss thru other routes, to give continuity
Has communication between campus and placement institution via seminars, site visits by instructor, etc.	PR	site visit 2+ each A; 2+ meeting at U for As

Table 4 (cont'd.)

Summary of UMA Program Characteristics in
Field Placement Using AGHE Study Criteria

<u>Supervision</u>: University supervision rated high; Agency
supervision rated good or somewhat good by all but one
student. Student criticism of university supervision:
occasionally late; University supervisor should on
occasion call agency to check on work.

<u>Evaluation</u>: Extensive evaluation conducted.

<u>Contact-Elders</u>: in all settings.

<u>Theory-Practice</u>: Integration of theory and practice was
a frequent but not a constant focus.

<u>Objectives</u>: Competency and contract framework made
objectives explicit; responding agencies found most
of them clear.

<u>Cooperative-Supportive</u>: Five out of eight agencies were
very or exceptionally cooperative and supportive;
two had definite lacks in this area.

<u>Duration</u>: Agencies found the internship long enough for
the students to complete tasks, with one exception.
Consensus was reached between agencies concerning the
desire for more time from the same student at the
agency <u>prior</u> to the internship (via volunteer time,
independent study) such that the student was more
familiar with setting when internship occurred.

<u>Communication</u>: Each agency was visited two or more times
by the University supervisor, two or more meetings were
made available for the Agency at the University.

Table 4 (Cont'd.)

AGHE Study--UMA Comparison--Expanded Form

Documents which support the following statements describing
the UMA program may be found in Appendix B, Parts I and II.

1. Has good supervision

UMA defines "good" supervision as that which is
supportive, provides goal clarification, theory, occasional
direction and either acts as an informational source or
guides the student to an information source, or both.

The UMA data is both quantitative and qualitative.
The statements of frequency of supervision describe the
extent of the interaction. The student ratings indicate the
'consumer's' qualitative judgement about both agency and
university supervision.

In the nine student ratings of agency supervision,
five were rated very good, three were rated somewhat
good, and one was rated not good. Criticisms included the
complaint that although the sessions were held as planned,
somehow the supervisor and the student did not "meet"
philosophically or emotionally. A criticism in a second
situation included concern over lack of direction and
inadequate background to give assistance. Most situations
were viewed as very helpful, and students felt positive
about the time, respect and support given them by their
agencies.

In the nine student ratings of university supervision, nine were rated very good. Procedures were carefully worked out around completion of evaluation forms to allow students to remain anonymous, and thus to increase the likelihood of valid responses. Support was given to the conclusion that these evaluations were valid by analysis of student responses to another rating form. Throughout the semester, students were asked to rate individual supervisory sessions, indicating criticisms, thoughts for the future and positive elements. Students submitted these forms, marked with their names, following each session. The presence of critical remarks on these forms, which were not anonymous, gave the staff support for the notion that responses made on the final evaluation forms, which were given anonymously, were accurate reflections of opinion.

Criticisms offered regarding university supervision included the wish that the supervisor be on time to sessions, and that supervisors "call to check" at the agency outside regular supervision times.

Students received one-on-one supervision at the agency for one hour per week, plus "on-the-run" supervision as indicated. Five of the nine placements followed this pattern throughout the full term. Four adopted patterns which were more flexibly geared to meet the "life" at the agency. For example, one home care intern noted that her

supervision often came as much from her fellow casemanagers as from her appointed supervisor. Some of the situations found to have the highest quality were among the flexible ones; the situation rated as poorest maintained the one-hour, one-on-one regimen to the letter.

Students received two hours of group supervision per week through workshops at the University, and one hour per month of individual supervision. University staff were available in the office and by telephone daily and a great deal of supervisory interaction occurred outside of set hours.

2. <u>Provides for evaluation</u>

The agencies and the university evaluated the student on competency completion, and on the quality of work in competence completion (excellence rating). The agency rated the students on work habits. The university kept a tally of completion of records, including journals, monthly reports and evaluation forms. Records completion yielded points toward a normatively-based grade (A through C). Competence completion alone yielded a grade of C. The students and the agencies evaluated the competence concept, as well as many other characteristics of the program. See the list of topics on pages   and   .

3. <u>Involves direct contact with older adults</u>

Students had direct contact with older adults in all
settings. Interviewing, Group Work and Case Management
competencies brought students into relatively close clinical
contact. Contact with elders often came as a part of
other competencies, as well.

4. <u>Integrates theory with practice</u>

A major emphasis on theory-practice integration
appeared in workshops and training materials on Inter-
viewing, in supervision and training materials on Group Work,
and in the workshops on Legal Aid, Minority Elderly and
Sociological Research Techniques. A minor emphasis on
theory-practice integration appeared in three support-
oriented workshops and one job-finding workshop. The
treatment of other competencies, such as Program Develop-
ment or Administration, had substantive, but minor, focus
on theory.

5. <u>Objectives are clear, shared by educational and place-
ment institution</u>

The competencies which the student was to acquire
and the activities through which they were to be acquired
were clearly stated in a three-way agreement by student,
agency and university. The agency evaluation regarding
clarity of objectives indicated that the competencies were
understood clearly. Of 34 possible ratings, 27 were noted
as clear, one as not clear, and six as no response. Five

out of the eight agencies completed responses to this item.

6. Placement institution is cooperative, supportive

The ratings on these qualities were developed by combining information from several sources. The students rated the agencies on both supervision quality and ability to facilitate the student's efforts toward goals. Other possible action by agency personnel were used to yield additional ratings: attendance and the level of participation at meetings, participation in selection procedures, and completion of evaluation forms requested by the university. Of the eight agencies, two were found to be exceptionally supportive and cooperative, three very supportive and cooperative, one adequately supportive and cooperative, and two not very supportive and cooperative.

7. Is of sufficient duration

Agencies found the internship long enough for the students to complete tasks, with one exception. Consensus was reached between agencies concerning the desire for more time from the same student at the agency prior to the internship, such that the student could become familiar with the setting before interning. Other routes for gaining this experience were listed, including volunteer work, independent study, and practica components of other courses.

8. <u>Has communication between campus and placement</u>
   <u>institution via seminars, site visits by instructor, etc.</u>

Each agency was visited two or more times by the university supervisor. The most common form of relationship was characterized by relatively frequent phone calls as well as visits. Two or more meetings were scheduled for agency personnel to come to the university. Some supervisors had relatively frequent, informal contact with university staff, some did not. One agency cited "need for more contact" as an area for improvement. General consensus indicated that degree and quality of contact was good.

Table 5

Ways suggested by the AGHE Panel to Ensure Desired Field
Placement Chracteristics and Degree of Congruence of   UMA
Practices with these Ways

Documents supporting these judgements are to be found in
Appendix B.

Communication

1.   Install written "contract" between educational
institution and placement institution regarding expecta-
tions, content and supervision.

UMA congruent. Three-party contract (student,
agency, university) installed regarding competencies,
demonstration and learning activities, supervision, other
responsibilities of three parties. Highly regarded by
agencies (see Agency evaluations).

Supporting documents: Sample contract; pp. 175-178,
"Agency Evaluation of Competency Component of Internship-
Summary", p. 205.

2.   Have faculty present written objectives to agency
and to students.

UMA congruent. Competencies (objectives) and contract
presented to agency and students at outset.

Supporting documents: "Six competencies--Internship,
Human Development Major with concentration in Gerontology,
University of Massachusetts, Amherst" pp. 180-181; Sample

Contract, p. 175; "Welcome to Your Internship" pp. 166-170.

3.   Require three-way agreement between student,
school and agency, plus ongoing communication.

UMA congruent.   See 1. above.   See also "Communica-
tion", Table 4, additional ongoing communication as needed.
Amount and quality of agency-university contact rated
generally positive by agencies, too much by one, too little
by another.

Supporting documents: Sample contract, pp. 175-178.
"Agency Evaluation of Competency Component of Internship-
Summary" p. 205.

4.   Clearly define procedures between university and
agency.

UMA congruent.   See 3. above.

Supervision:

6.   Use faculty as supervisor or as liaison.

UMA somewhat congruent.   Supervisory and liaison
duties carried by two half-time staff persons who were
doctoral candidates in aging studies with extensive college
teaching experience.

Supporting documents: the resumes of Ms. Whitaker,
p. 253 and Ms. Maklan, p.

7.   Monitor continuously.

UMA congruent. Agency supervision one hour "sit down"
per week, plus "on-the-run" supervision; constant availability

by professional staff in office and through telephone.

Supporting documents: "Student Evaluation of Gerontology Planning Project 1979-80 Internship Component, pt. II, Summary of Responses, pp. 224-230, "Welcome to Your Internship" pp. 166-170.

8. Put multidisciplinary program committee in charge.

UMA somewhat congruent. Multidisciplinary steering committee acts as advisory body. Executive responsibility remains with professional staff.

Supporting document: "Membership of Steering Committee", p. 179.

9. Make field coordinator (liaison) a full-time position.

UMA congruent. Field coordinator two half-time positions.

10. Make randomly-timed visits.

UMA not congruent. Visits to agency will full knowledge of student and supervisor, by appointment.

11. Develop criteria for supervisors at setting.

UMA congruent. Demonstration criteria for competencies explicit, standards of comparison explicit.

Supporting comments: "Six Competencies--Internship--Human Development Major with Concentration in Gerontology, University of Massachusetts, Amherst, pp. 180-181. Letters of instruction to supervisors (sample), p. 197.

12. Give adjunct university appointments to field
supervisors.

UMA not congruent. Gives free course tuition to
supervisors.

13. Hold periodic conferences between university
and supervisors.

UMA congruent. See 3. above.

14. Have good people in charge--person with rank,
pay, motivation and intelligence.

UMA congruent. Ranking faculty in project is
professor trained in adult development and aging; project
staff well prepared, capable. Supporting documents: See 6.
above, see resume of Ms. Taylor, pp. 258-260.

15. Assess students' progress regularly.

UMA congruent. Bi-weekly journal check, monthly
report review.

Supporting document: "Welcome to Your Internship"
pp. 166-170; student records.

Planning

16. Contract placements thoughtfully.

UMA congruent. Extensive process of identifying
student interest, ability, and agency offerings very well
received by students and agency. Matching procedure given
much attention. Criticism from one agency: drop group
visits for individual visits.

Supporting documents: "Intern Information Session" p. 163; "Student Evaluation of Gerontology Planning Project 1979-80, Internship Component, Pt. II, Summary", pp. 224-239; "Agency Evaluation of Competency Component of Internship--Summary" p. 205.

17. Establish accreditation procedures, criteria for placements.

UMA somewhat congruent. Formal criteria for placement not developed, but as program is competency-based, only agencies through which competencies cna be met is acceptable, creating a self-screening measure.

Supporting document: "Six Competencies--Internship--Human Development Major with Concentration in Gerontology, University of Massachusetts, Amherst", pp. 180-181.

18. Conduct on-site observation before assignment.

UMA congruent. Routine part of placement selection. See 16. above.

19. Match student and placement carefully.

UMA congruent. See 16., 18. above.

20. Have people knowledgeable about the agency do the planning.

UMA congruent. Visits made by staff to agencies before involvement; field supervisors knowledgeable about local agencies.

Supporting documents: Agency description (sample), p. 164.

21. Involve older persons in planning.

UMA not congruent. Neither staff nor steering committee contain persons over 65. Agency supervisors occasionally over 65, but not by University design.

Commitment

22. Arrange performance contract between university and agency.

UMA congruent. See 1. above.

23. Reward faculty who are good teachers of practice.

UMA not congruent. Faculty reward along traditional lines. Practice given some reward, publication much more.

24. Educational institution should assist agency, give time and effort to build mutuality.

UMA congruent. See 3. above.

25. Pay agency (dollars, consulting time, tuition breaks) for their cooperation.

UMA congruent. See 12. above. Tuition "chit" transferrable.

26. Agency must be committed to student; they should assign responsibility for students to their own staff.

UMA congruent. Staff persons are supervisors; usually department head.

27. Obtain student stipends.

UMA somewhat congruent. In first year of project,

many students received stipends. Funds later limited.

Other

28. Develop field manuals.

UMA somewhat congruent. Extensive materials developed for student guidance in field work, but incomplete. Not in one unit.

Supporting documents: "Welcome to Your Internship" pp. 166, 170; Competency Checklists, pp. 184-193, workshop guidance materials.

29. Use stable agencies, not ones in survival struggle.

UMA somewhat congruent. Six settings stable. One agency in turmoil at outset, another developed heavy turn-over. Both situations demanded added staff assistance to mitigate difficulty. In both situations, students reflected lacks in experience due to chaos, but also growth.

Supportive documents: "Student Evaluation of Gerontology Planning Project 1979-80; Internship Component Pt. II--Summary of Responses" pp. 224-239.

30. Hold regular class periods to discuss topics of mutual interest.

UMA congruent. Weekly two-hour sessions held.

Supporting document: Workshop schedule; pp. 171-172.

31. Use students' abilities to the fullest.

UMA congruent in philosophy. Difficult to quantify.

Table 5 (Cont'd.)

Used students to teacher, counsel others.

    32.   Require interview between student's advisor and agency.

    UMA congruent. See 3. above.

    33.   Involve students in activities toward their goals.

    UMA congruent. Extensive effort put into tailoring internship to individual's goals and interests. Very positive response from students, agency. See 16. above.

Required:

> Theories of Human Development
>
> Theories of Interviewing and Counseling (or)
>
> Research Methods in Human Development

Recommended:

> Human Development through the Life Cycle
>
> Child Development
>
> Human Development in Adolescence and Young Adulthood
>
> Human Experience and Loss
>
> Death and Dying Education
>
> Communication Disorders Associated with Aging
>
> Seminar--Topics in Aging

Discussion Regarding Course Content in Academic Areas

The above comparison clearly establishes the UMA program as having met and exceeded curricular standards set by the consensus of recognized gerontologists selected by AGHE (Johnson, et al, 1980).

Brief Program Description

The Human Development Major with Concentration in Gerontology is a four year program leading to a B.S. degree. Requirements for the major include University course requirements and a Social Science Base. The gerontology concentration includes 33 credits, at least 18 of which must be in course work, exclusive of internship credits. A 12 credit supervised internship is required of all students.

Gerontology Concentration Course Requirements include these courses:

Theories of Human Development

Health Aspects of Aging

Community Services and the Aging

Theories of Interviewing and Counseling (or)

Research Methods in Human Development

Human Development in Adulthood (or)

Psychology of Middle and Old Age

Sociology of Aging

Other age-related courses included in the concentration, but not required, are:

Human Development through the Life Cycle

Human Development in Adolescence and Young Adulthood

Death and Dying Education

Child Development

Human Experience and Loss

Communication Disorders Associated with Aging

Seminar--Topics in Aging

Internship (Field Placement)*

Program Description:

UMA places HD/Ger seniors and some second semester juniors in an agency for three and a half days, plus four

_____

*The terms "internship" and "field placement" are used interchangeably in this work. It is understood that other writers perceive different meanings in these terms. For the purpose of this dissertation, however, they are seen as synonyms.

hours a week of on-campus contact in workshops and super-
vision. The internship is a 12 credit, 16 week field place-
ment. The internship is competency-based, that is, the
course objectives and the criteria by which the students
are evaluated are stated at the outset. The ways in which
the students will reach these objectives, i.e., acquire
those competencies, is agreed upon by agency, student and
university and expressed in contract form.

Competencies in the internship were derived from
analysis of job roles and are both general and specific.
The program is geared to produce candidates for entry-level
positions in home care corporations and senior centers, and
group worker positions in geriatric care centers. All roles
require the competencies of a) ability to represent the
agency accurately to the public, b) ability to interview
effectively and c) ability to initiate, develop and report
to staff on a program development or administrative task,
i.e., a project in indirect services.

Some competencies are specific to agency type: in
home care corporations, students should demonstrate ability
to perform major functions of case management. In senior
centers, demonstration of information and referral skill is
required, i.e., the ability to use the agency's resources to
locate services and the ability to add information to agency
resources. In geriatric rehabilitation and senior centers,

the ability to work effectively with small groups of elders in an activity group is required.

During the period investigated in the present study (Spring term, 1979-80), nine interns were assigned to eight placements. Criteria for evaluation included:

The literature was searched in order to identify criteria by which to evaluate the internship component. The results of the field placement inquiry of the AGHE study were found to be congruent with the generic standards set by other writers (VanAalst, 1974; Baines, 1974) and provided the benefit of being specifically geared to gerontological settings. The AGHE material was adopted as criteria for evaluation.

AGHE findings regarding desirable characteristics of the field placement process appeared in two forms. The question: "What are the common characteristics of educationally valuable field placements?" yielded 40 different responses which, when sifted through three rounds of inquiry, produced 16 characteristics. Of these 16, eight were found to be "extremely" or "somewhat" important by 90% or more of the final 87 respondents. These characteristics are listed in Table 4. The open-ended question: "Can you suggest ways to ensure that field placements have the characteristics you consider important?" was asked, and responses summarized. These "ways" cited specific, discrete

characteristics of desirable internship program planning,
and although not rank-ordered, are seen by the AGHE group
as useful criteria. These characteristics are listed in
Table 5*.

Information regarding the UMA internship which per-
mitted comparison with the criteria cited in the AGHE study
was obtained from three sources. An extensive evaluation
of the program was accomplished through the completion of
questionnaires by students and agency personnel. Responses
to this evaluation constitute the first source. Topics in
the student questionnaire included:

selection of and supervision (agency and university)
during internship

agency role in student's pursuit of major objectives
(competencies)

agency orientation

contract

recommendations to other students re agency

personal growth issues

workshop effectiveness

functions of competencies

career goals

career counseling

---

*The usefulness of this material is weakened in some
instances by the use of insufficiently defined terms, for
example, "good" supervision, "sufficient" duration, etc. In
these instances, what is understood as "good" by the UMA
staff is made explicit such that the comparison may be better
understood.

monthly reports

journals

The topics addressed by the agency supervisor concerned the following topics:

competency component

intern selection procedures

contract

agency-university contact

structured vs. unstructured internship

evaluation measures

Further information from the agencies was obtained through regular meetings with Gerontology Planning Project (GPP) staff. A report of a formal agency-university meeting constitutes the second source of information. The third, and final source are documents found in project files, representing policies, procedures, and activities of the internship program and participants. (Copies of these materials are included in Appendix B.)

Findings Regarding Characteristics of the UMA Internship:

Four of the AGHE-recommended characteristics are fully represented in the UMA program, and four are partially represented. Fully provided are: a) supervision, b) evaluation, c) contact with older adults and d) clear objectives. Partially provided are: a) integration of theory with practice, b) cooperation and support from the

placement institution c) duration of internship, and
d) communication between campus and placement institutions.

Discussion regarding the characteristics of the UMA
Internship:

Fully provided characteristics:

1. Supervision was provided in sufficient quantity
and quality to meet the criteria set by student, agency,
and university. The students rated the university super-
vision as somewhat better, overall, than that provided by
agencies. Greater variability in quality was noted in
agency supervision.

2. Evaluation was fully provided. The student was
evaluated by both the agency and the university, using
six measures. The agency and the university were, in turn,
evaluated by the student.

3. Contact with older adults was fully provided
through the requirements set in competency completion.

4. Clear objectives were fully provided through
statement of competencies in a individualized, three-party
contract covering each internship. Clarity of objectives
was rated separately, with five of eight agencies reporting.

Partially provided characteristics:

1. Integration of theory with practice is a difficult
issue. A careful balance should be maintained in the alloca-
tion of time to theory, on one hand, and to facilitating the

student's pursuit of the competence goals, on the other.
Keeping the dual focus in mind is crucial, and lifts the
internship from training to the level of higher education.
As noted, the UMA program attempted to maintain a balance.
Material offered through university-based contacts (super-
vision, workshops) included consistent reference to theory-
practice integration, with varying degrees of emphasis.
Attempts were made to provide theory-practice integration
activities at the internship site in two ways: first, the
selection of the supervisor was made to assure the student
of contact with a person of a degree of professional
sophistication which would permit discussion on a theoretical
level; second, provisions were made to permit students to
become involved in agency meetings at which concerns were
discussed at a theoretical level. The degree to which the
UMA program succeeded in providing theory-practice integra-
tion at the site itself varied. Supervisors ranged widely
in their degree of professional development. All eight
settings provided supervision from a person with a degree
in a human service field. The level ranged from graduate
to two-year nursing degrees with post-graduate specialized
training. Often a highly-motivated supervisor with fewer
years of formal training did a better job of meeting theory
needs (and other supervisory needs) than a better-trained
but less motivated person. Improvement of theory-practice

integration at the job site may hinge on rewards. Agency
personnel may be more able to teach as they receive adjunct
faculty appointments, money or other reward. The UMA
program was fortunate to find willing supervisors, excited
about a nw program in gerontology, who were able to provide
good, and in some cases, excellent, supervision.

2. <u>The cooperation and support gained from the
placement institution</u> was good in some situations, but not
in all. Lack of support in one of the eight instances can be
seen as a reflection of the preoccupations resulting from
the lack of stability and presence of internal conflicts
within the agency. In another situation, there was an
apparent lack of congruence between the stated goals of
the program and the goals of the supervisor at the agency.
Continued careful study of the agency situation prior to
placement may yield a more consistently cooperative,
supportive atmosphere for all students. However, the
vagaries of agency life may continue to provide occasional
difficulties.

3. <u>The duration of the internship</u> was seen as
sufficient for work completion by the student, but fell
short of the kind of time needed for the deep acquaintance-
ship which might have been optimal. Agencies were eager to
assure as much time as possible. Formal response to this
need is not within the parameters of the Program. However,

informal encouragement of the student to use his/her extra-
curricular time in volunteer work, or to select coursework
which may involve practical experience at the setting, may
help to provide this additional exposure.

    4. <u>Communication between campus and placement</u>
<u>institutions</u> was seen as good by most agencies, as limited
by one agency and as demanding too much time by another.
Finding an optimal level of communication is again a matter
of initial agreement on goals and responsibilities, of
learning the work styles of various agency personnel, and
of continual monitoring of the University-agency relationship.
The preponderance of positive responses to the communications
query in the agency evaluation questionnaire reflects an
effective level of communication.

<u>Conclusions regarding characteristics of UMA Internship</u>:

    It is clear that the UMA internship program met the
characteristics set by the AGHE study with few exceptions.

    In considering what was provided and what was not,
two themes appear. First, in those areas in which the UMA
could exercise substantial control, UMA was able to provide
good field experience. The Project personnel could define
the objectives in such a way that they could be achieved
in the agencies selected, and the staff could help students
work toward these objectives. UMA could provide its own
supervision and accepted as placements only those agencies

which could guarantee on-site supervision. Contact with
older adults could be assured by the University through
design of competencies which involved this exposure (i.e.,
interviewing). Evaluation could be guaranteed at least
from the University supervisors and the students, as it was
made a requirement for receiving credit. In other areas in
which UMA had less control, however, the quality of the
internship varied widely. The quality was sometimes far
better than that initially designed, and sometimes worse.
Attention is given here to one shortcoming which is reflected
in the "partially completed" characteristics as listed by
the AGHE study. Theory-practice integration was such a
problem. The great variability in agency programs and in
the professional level of agency staffs was at times a
sourse of difficulty. The level of supervision is dependent
upon the sophistication of the staff. Daily guidance on
practical matters may be available in all situations, but
theory-practice integration is not conveyed by the agency
supervisors who themselves do not know the theory. A
second factor in the agency-university relationship appeared
to have influence over whether the internship met the AGHE
standards. This factor was seen in the influence of
differing goals upon the effectiveness of the internship.
The ultimate program goals of the University and the placement
agency are different, and reflective of their respective

missions. The university is providing educational experience to students; the agency is providing service to clients and is committed to maintaining itself as a functioning unit. Education for staff and interns is only an intermediate goal for agencies, while service is only an intermediate goal for the University. When these differing priorities clash, the result can be a weakened placement experience for the student. A clearcut example of the effect of this difference is seen in the agreement, or lack thereof, on desirable duration of field placement. Agencies prefer a longer placement than the University could provide, given the structure of the academic year. The student becomes increasingly valuable to the client and to the agency itself as the student learns to function more skillfully on the job. When the student has acquired the designated skills, however, the University is committed to moving the student on to a new level of challenges, rather than allowing the student to remain to continue to provide competent service.

Cooperation and support from the placement institution was much influenced by the disparity in ultimate goals. Two agencies experienced administrative upheavals during the student's field placement. During this time, much attention was given to maintaining the integrity of the agency's system. As a result, energy was drawn away

meeting the intermediate objectives of providing education
to the intern, resulting in waning quality of field
experience. The agencies varied greatly in their ability
to maintain their role as educator for the student during
these crises.

Communication between the campus and the placement
agency was also influenced by the different and at times
conflicting goals of agency and university. Although most
agencies welcomed the contact with the University, one
placement site director preferred less contact than was
planned, as the meetings and visits were seen as too
demanding of time which could otherwise be utilized for
direct service activities. Communication was most easily
maintained with those agencies which were themselves,
committed to in-service training and staff education.

Findings Regarding Ways of Reaching Desired Field Placements:

Of the 33 suggested ways to ensure desired field
placement characteristics, UMA practices were congruent
with 23, somewhat congruent with six, and not congruent
with four. These findings are listed in Table 5.

The 23 desired field placement characteristics with
which UMA was congruent are:

Communication:

1. Install written "contract" between educational
institution and placement institution regarding expectations,

content and supervision.

    2. Have faculty present written objectives to agency and to students.

    3. Require three-way agreement between student, school and agency, plus ongoing communication.

    4. Clearly define procedures between university and agency.

    5. Arrange regular contact between agency staff and University.

Supervision:

    1. Monitor continuously.

    2. Make field coordinator (liaison) a full-time position.

    3. Develop criteria for supervisors at setting.

    4. Hold periodic conferences between University and supervisors.

    5. Have good people in charge--person with rank, pay, motivation and intelligence.

    6. Assess students' progress regularly.

Planning:

    1. Contract placements thoughtfully.

    2. Conduct on-site observation before assignment.

    3. Match student and placement carefully.

    4. Have people knowledgeable about the agency do the planning.

Commitment:

    1. Arrange performance contract between University and agency.

    2. Educational institution should assist agency, give time and effort to build mutuality.

    3. Pay agency (dollars, consulting time, tuition breaks) for its cooperation.

    4. Agency must be committed to student; they should assign responsibility for students to their own staff.

Other:

    1. Hold regular class periods to discuss topics of mutual interest.

    2. Use student's abilities to the fullest.

    3. Require interviews between student's advisor and agency.

    4. Involve students in activities relevant to their goals.

    The six desired field placement characteristics with which UMA was somewhat congruent are:

Communication: (completely congruent in all aspects).

Supervision:

    1. Use faculty as supervisor or as liaison.

    2. Put multidisciplinary program committee in charge.

Planning:

     1. Establish accreditation procedures, criteria for placements.

Commitment:

     1. Obtain student stipends.

Other:

     1. Develop field manuals.

     2. Use stable agencies, not ones in survival struggle.

The four desired field placement characteristics with which UMA was not congruent are:

Communication: (completely congruent in all aspects).

Supervision:

     1. Make randomly-timed visits.

     2. Give adjunct university appointments to field work supervisors.

Planning:

     1. Involve older persons in planning.

Commitment:

     1. Reward faculty who are good teachers of practice.

Other: (completely or somewhat congruent in all aspects).

Discussion Regarding Ways of Reaching Desired Field Placements:

The UMA practices include 23 of the 33 ways to reach

a desired field placement as listed by the AGHE panel.
This clearly demonstrates that the UMA program maintained
a solid core of practices proven to contribute to quality
in field experience programs. Of the six practices with
which UMA was somewhat congruent, the following may be
noted:

1. Use of the faculty as supervisor or as liaison
was not employed. This work was carried by two half-time
staff persons who were doctoral candidates in aging studies
with extensive experience in college teaching and intern-
ship supervision. Gerontology is a multi-disciplinary
field. One faculty person and one part-time adjunct faculty
person were members of the faculty of the sponsoring
department (Human Development). Faculty contributing to the
curriculum through teaching or membership on the steering
committee were members of other academic departments and
divisions. The best role seen for the ranking faculty
member in Human Development was that of planning, super-
vision of administration, and teaching.

2. Putting a multi-disciplinary program committee
in charge was not a practice at UMA. The approach was
somewhat parallel, however. The multidisciplinary group
involved with the project consisted of faculty persons
from various age-related subject areas, including
Sociology, Nursing, Public Health and Communication Dis-
orders. They served in an advisory capacity. Supervisory

authority was vested in the ranking faculty person in the sponsoring department, who delegated to the project staff.

3. <u>Establishing accreditation procedures and criteria for placements</u> was not an explicit part of the UMA program. The selection of placement agencies is of great importance in maintaining the quality of the program. UMA assured this quality through the competency component. Only those agencies which could provide the opportunities and the supervision necessary to enable the student to acquire the competencies were considered as placements. In this way, a built-in screening device was operant. A pre-determined list of agency characteristics was seen as limiting and unnecessary.

4. <u>Obtaining student stipends</u> was somewhat a part of the program. With funding available from federal sources, stipends were offered in the first year to a substantial group of students who established their commitment to a career in aging services. With cutbacks in the second year, only limited funds were available. Several minority students were recipients at this time.

5. <u>Development of a field manual</u> was not a part of the UMA program; however, materials which could eventually become the basis for a field manual were produced. This material appears in Appendix B. Program planners felt that more than one year of experience with the program and

program materials should be gathered before codification
of ideas and policies in a field manual should be under-
taken.

　　6.　Using stable agencies, not ones embroiled in a
survival struggle, was somewhat a part of the practice at
UMA.　Six out of the eight agencies were stable or relatively
stable.　Two lacked stability.　Although it is usually
advisable to avoid field placement in unstable agencies,
the UMA program did not exclude placement in these two
agencies, in which problems of disorganization were
prominent.　In one instance, the disorganization occurred
in a well-established home care corporation which underwent
extensive and unexpected staff turnover, including the
agency director and the supervisor of the UMA student.
The problems which emanated from this situation were
discussed and planned for with as much advanced notice
as possible.

　　In a second situation, internal divisions split
a rural council on aging and its senior center.　However,
the opportunity for program expansion potentially possible
due to the award of Federal funds created attraction for
students seeking a challenge.　The UMA program provided
for support by assigning two students to the project, rather
than one, and by supplying extensive technical and emotional
support from the University staff.

The challenge inherent in each of these two situations led to a kind of learning not available to students whose agencies were without change and conflict. Well supported, interns can profit much from such situations.

Of the four practices with which the UMA program was not congruent, the following may be noted:

1. <u>Making randomly-timed visits</u> was not a practice at UMA. This approach may be utilized in some programs in order to assure the supervisor of observing routine practices, rather than specially prepared activities. The maintainance of a relationships of trust with the agency and student was felt to be of primary importance in the UMA program, and thus unannounced visits, seen as contrary to this principle, were not made.

2. <u>Giving adjunct university appointments to field work supervisors</u> was not a practice at UMA. Although reward of agency supervisory personnel was an objective of the program, an austerity budget at the university precluded the extension of paid (or unpaid) faculty status to agency participants. Tuition waivers and use of the university as a resource were seen as compensation.

3. <u>Involving older persons in planning</u> was not a part of the UMA program. Although philosophically in agreement with this practice, the program had not defined this as a specific objective, and thus had not involved older persons in planning. This practice might well be

considered in the development of future objectives.

4. <u>Rewarding faculty who are good teachers of</u> <u>practice</u> was not a part of the UMA program. Operating within the framework of typical university personnel policies, the program was subject to the pressures of reward for publication, not practice. Although the School of Education does have a formula by which practice is recognized, it does not outweigh the traditional standard. The project utilized talented doctoral students, experienced in practice supervision, for internship teaching. Fortunately for the program, the doctoral students could be engaged in service for modest sums, while their part-time status enabled them to pursue their graduate studies.

An overview of the congruence or non-congruence of the UMA program with the AGHE "desired ways" reveals a major issue worthy of discussion: The academic status of university and agency staff. The AGHE panel recommendations address various areas of functioning: communication, supervision, planning, commitment, and "other". A review of UMA's degree of congruence with these areas of functioning shows the greatest congruence in the communication area. More divergence appears in supervision, planning, commitment and "other" areas.

In the supervision area, congruence is present in the format and regularity of contacts with students and

agencies. Lack of congruence appears in two ways. First, of limited concern, is the practice of making randomly-timed visits to the agency. This is discussed above. The UMA policy of not visiting agencies randomly reflects the concern for maintaining trust between the agency and university. Second, and a more major area of concern, involves three recommendations made by AGHE with which UMA is only somewhat congruent or is totally lacking in congruence. The AGHE panel addresses the issue of the level of academic standing recommended for supervisors, both at the agency and at the educational institution. Recommended practices include using faculty as supervisor and putting a multidisciplinary program committee in charge of super-vision. In the UMA program, neither the University super-visors nor the agency supervisors held faculty rank. Graduate students held the University positions. Adjunct faculty positions were not offered to agency supervisors. A multidisciplinary program committee served as an advisory body to the entire Project at UMA, but not to the field placement specifically. The lack of congruence in this area reflects a definite weakness in the UMA program. The field placement activity would be strengthened in the eyes of the academic community by the inclusion of faculty rank for the University staff. Non-academics are not taken seriously in academia. Adjunct faculty status for the agency

supervisor would confirm the seriousness of the educational
intent of the program in the eyes of the community as well
as offering a reward to the agency staffperson in the form
of the University privileges attendant to faculty status.
Experienced placement faculty have noted that the presence
of faculty status can be crucial in launching a field
experience program (Cappelluzzo, 1980) and that lack of
such status both weakens the program and deters good
college teachers from accepting positions in field place-
ment programs. Faculty appointments should be awarded
where warranted by experience and training of staff. The
involvement of a multidisciplinary internship committee
could further strengthen such a program. Lack of con-
gruence in the "other" category related again to this theme.
AGHE notes that faculty who are good teachers of practice
should be rewarded. Although rewarded with adequate
financial compensation, the UMA and agency placement
supervisors were denied the rewards unique to higher
education: the bestowing of faculty rank.

Disparity between AGHE recommended "ways" and UMA
practices in other areas appear to address issues of a
somewhat narrower scope, and are discussed in the preceeding
pages. Only the issue of the academic status of program
staff appears repeatedly and is thus identified as a theme
of major significance.

Conclusions and Their Significance Regarding the UMA Program Performance in Meeting AGHE Criteria for Course Content in Academic and Field Placement Areas

The UMA program met the AGHE panelists' criteria in course content in both the academic and field placement areas. In searching for wider significance of such a finding, some issues of concern arise. The AGHE panel sought to identify "a common core of information needed by all who work in aging". It seems appropriate, then, to investigate to see whether those who formulate the standards are also persons who, themselves, "work in aging". Examination of the background of the panelists reveals that, to the contrary, the panel is heavily weighted with educators and administrators who are not in direct service roles. It is lacking in representation from practitioners.

The members of the group who comprised the "expert panel" were from a wide and impressive array of professions and disciplines: administration/policy/planning, allied health, architecture, biomedical sciences, clinical psychology, economics, education, law, nursing, nutrition, psychology, recreation, social work, and sociology. The panelists were also well experienced. Half had worked in gerontology 13 years or more. The model response to to length of time in the field was 15 years. The function served in relation to the elderly, however, was pre-dominantly that of a non-direct service role. Although

from service-oriented, as well as traditionally academic
fields, 93% of the panel listed administration, teaching
or research as their major professional function, and three
percent listed service. In addition, 75% listed admini-
stration, teaching or research as their secondary function,
as well. Six percent listed service, and eleven percent
listed policy. The experts functioned in indirect or non-
service roles. That rare and wonderful breed, the teacher/
practitioner, or his/her cousin, the researcher/clinician
was poorly represented. A mere sprinkling of people were
involved in service even as a secondary function. Not only
were their functions non-direct-service related, but their
primary place of employment was infrequently a service
setting. Seventy-four percent of the panelists were
employed by educational institutions. Service agencies
employed ten percent, governmental agencies, seven percent
and private research and professional organizations, seven
percent. Certainly one might characterize this group as
heavily weighted with academicians.

Concern about the under-representation of practice
considerations in human services-related higher education
has been widely expressed. Fred Cottrell voiced this
concern in talking about gerontological higher education.

> It is now becoming clear to those who select
> people for jobs that much of what is regarded
> by academicians often has little or no relation
> to successful performance of many things the public

demands to be done. And many students find that
what is being taught is not relevant to achievement
in fields in which they wish to work (Cottrell,
in Sterns, et al, (Eds.), 1979, p. 34).

Lillian Troll and Jody Olsen offer a positive pre-
scription: "It is important that those developing new
knowledge in and training people for work in gerontology
work closely with those who design, plan and deliver
services to older people" (Troll and Olsen, in Sterns, et
al, 1979).

These observations make clear the necessity of
including more practice considerations in the criteria used
in evaluating the UMA program. Input into evaluation
criteria is needed from a variety of sources: the
academician, the counselor and the direct service provider.
The next section of this dissertation is devoted to this
pursuit: to the evaluation of student job performance
in a practice setting.

CHAPTER III

JOB PERFORMANCE OF GRADUATES

Literature Review

The purpose of this dissertation is twofold: a) to describe, and evaluate the course elements and field placement of the UMA program and b) to evaluate the preparation of students undertaking their first aging service jobs through analysis of on-the-job performance.

This section addresses the second of these purposes: the evaluation of student preparation through an empirical study of on-the-job performance.

"Evaluation does not mean that some authority thinks the program is good. It means that the effectiveness of the program has been demonstrated in a public, repeatable, objective manner." Storandt's (1977) words reflect the continuing concern over the nature and quality of evaluation in education. They also address the issue of methodology. In this dissertation, the first approach to evaluation of the UMA program employed, essentially, the consensus of a hundred gerontologists regarding what should constitute a program in gerontology. That which these experts thought was good was used as a standard against

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which to compare the UMA program. In the second (empirical)
portion of the evaluation, the methodology employed responds
to her demand that the criteria used permit an objective,
public and repeatable assessment. Objective measures of
job performance were rated for UMA gerontology graduates
and matched controls.

Identifying appropriate criteria for the evaluation
of educational programs has been a major concern in the past
two decades. Demands for accountability in education have
been cyclical, recently receiving impetus from the competi-
tion felt in Russia's sputnik launching in the 1950's
(Berg, 1970, p. 7). Parents, the community at large,
business and government demanded evidence that the educa-
tional system was, indeed, preparing the student to cope
with the real world and particularly to produce in the high-
technology related areas (Neumann, 1979). As David Riesman
put it, in the coming era of accountability, employers and
graduate schools would demand to know what students could
do and would not be satisfied with a credential certifying
the amount of time they had spent accumulating credit hours
in the traditional way (Riesman, 1979). The traditional
unassailability of the diploma was gone.

A number of studies shed serious doubt on the use-
fulness of academic programs as preparation for and
academic credentials as predictors of job success in any
field. The work of Holland and Richards (1965) found no

consistent relationship to exist between SAT scores in
college and the students' actual accomplishments in the
world in the diverse areas of social leadership, the arts,
science, music, writing, speech and drama. Other re-
searchers (Taylor, Smith and Ghiselin, 1963 as cited in
McClelland, 1973) noted that even for highly intellectual
jobs like scientific researcher, superior on-the-job
performance is related in no way to better grades in college.
Ivar Berg (1970) observed that employers, too, had long
operated on the assumption that a credential was proof of
greater productivity. Employers were convinced that by in-
creasing educational demands, they would recruit an ambitious,
disciplined work force that would be more productive than
workers who had terminated schooling earlier. His study of
the educational requirements of and worker producitivity in
about 4,000 jobs established that this relationship did not
exist. With few exceptions, educational differences tended
to "wash out" among employees at any organizational level
(Berg, p. 16). To the contrary, "frequence of turnover is
positively related to education" (Berg, p. 16), as a result
of the dissatisfaction of the well-credentialed worker. The
search for valid criteria useful in predicting job success
led away from the paper and pencil measures traditionally
employed by academia, and far from the diplomas which
reflect academic achievement. Glazer (1963, p. 520) called
for achievement measurement defined as the "assessment of

terminals or criterion behavior." Another step in the movement to get closer to effective indicators is reflected in McClelland's (1973) work in criterion-testing. He proposed the extrapolation of an element of the job itself for use in testing: "Criterion sampling means that testers have got to get out of their offices where they play endless word and paper-and-pencil games and into the field where they actually analyze performance into its components. If you want to test who will be a good policeman, go find out what a policeman does" (McClelland, 1973, p. 7).

The competency-based education (CBE) movement gained much impetus from these revelations (Harris, 1972). CBE had its earliest roots in behavioristic psychology and the atomistic approach used in the design of training programs geared to prepare and mobilize the troops for two world wars. The "job analysis" of Taylor and the subsequent parallel formulations of job elements by his followers (Allen, Babbitt, Toops, Kornhauser and Dooley) served as a foundation for technician training in World War I (Neumann, 1979). When the demand for rapid, efficient technical training arose again in the 1940's, the works of these earlier experts were consulted, and the approach extended broadly into personnel preparation. Mastery learning and work "modules" were adapted. Phalanxes of psychologists were engaged to develop the training research effort. The impact on public education was strong. In a paper for the

American Council on Education in 1948, Grace cited the
"Educational Lessons from Wartime Training" (Neumann, 1979).
The competence-based education movement of the 1970's
reflects its precursors. Competencies (behaviorally defined
objectives) are derived from analyses of job roles in order
to more closely approximate the ultimate criterion, the
task itself (Elam, 1971; Andrews, 1974; Burke, 1972;
Schmeider, 1973; Harris, 1972; Hall and Jones, 1976).
Competency-based program designers hope that by bringing
curriculum content closer to the eventual criterion (work
elements) the program will offer both better preparation
for and prediction of job success (Grant and Kohli, 1979).
The UMA competency-based program is one such effort.

Doubt is still cast in the efficacy of competency-
based programs in improving graduates' success in the work
world. The source of this doubt emanates from two concerns.
First, supporters of a rigorous empirical approach in
research question the validity of studies performed to date.
Second, the results reported by a three-year study of non-
teacher competence-based education indicates an absence
of the needed data upon which to draw a conclusion regarding
effectiveness.

> Whether these additional efforts lead to a net
> increase of societal competence remains an open
> question. The dropout rate for competence-based
> programs seems high, perhaps because of the very
> demands they make on the students, and we have
> yet seen no clear evidence that students who

complete the programs are in fact more competent
or employable than similar students from tradi-
tional programs. The data are just not available
to make such comparisons, and they may never be
(Grant, 1979, pp. 11-12).

The most valid proof of program success is ultimately

seen as the measurement of actual job performance. Paul

Pottinger (Pottinger, in Pottinger, Goldsmith, Keaton,

Tate (Eds.), 1979) decries the use of "competencies" defined

as behaviors measured within the academic environment. He

views the diploma issued by a typical CBE program as no

better than other "paper". Instead, a strong case is made

for defining "competencies" within the real-life setting--

the workplace--and evaluating performance only in terms

of job behaviors within this natural context. Pottinger

describes the evolution of the "credential" with compelling

logic. He notes that competence used to be measured,

before the days of the "degree", by work outcomes.

Credentials came as a direct result of the satisfaction

felt by the consumer with the work product. Now, the state,

or other formal institution acts as a credentials issuer--

and judges substitute for the work product (paper and

pencil tests; role-plays of skills). They also subsequently

set the criteria on behalf of the consumer.

Unfortunately, these proxies tend to be process
rather than outcome oriented, that is, they
focus on education and learning rather than on
job performance. And the certifiable outcomes of
education and learning are measured by tests of
knowledge. Thus, educational credentials and

> test scores based on educational processes are
> proxies for consumer-determined competence. . .
> (which is). . . based on observations and judgements
> of performance outcomes. Neither the consumer of
> services nor the quality of performance outcomes
> have much to do with the way determinations of
> professional competence are now made (Pottinger,
> in Pottinger, et al, p. 36).

Addressing the current CBE movement, Pottinger
criticises the language which gives "competence-based"
programs a "real" quality:

> Recently, educators and other professionals
> have adopted the jargon of job-relatedness by
> distinguishing between tests of academic
> knowledge, or "competency-based" tests. This
> distinction is trivial, because the quality of
> job performance outcomes--the only real evidence
> of competence--is not required in either type
> of test (Pottinger, in Pottinger, et al, p. 36).

The complex situational variables of the workplace--
such as work climate, motivation, interest, fatigue, time
stress and interpersonal factors--come into play, and
influence performance in a way that could never be measured
by the typical test-taking procedures.

Pottinger concludes his argument with a plea for
authenticity: "Until we differentiate between competence
based upon evidence that one has already produced desirable
outcomes and competence based upon evidence that one has
been exposed to certain experiences or ideas, we will
continue to confuse outcomes with processes, performers
with performances, and competence with counterfeit"
(Pottinger, in Pottinger, et al, p. xi).

This logic is the foundation of the UMA study of job performance of program graduates.

Literature Review on Methodology

The selection of job performance as the criterion of program success in this study of UMA graduates is supported by the logic evident in the preceeding section. The particular methodology employed evaluating job performance has been selected after a broad review of methodological concerns in education, and a particular concern with current methodological issues in gerontological education. The following review is offered as a background for considering the methodology selected.

Evaluation methodology in practice-oriented fields such as education and gerontology is characterized by tugs-of-war between the proponents of classical experimental design and advocates of modified approaches, seen as best suited to conditions of practice. In a recent debate over the appropriate shape and direction of research in geron-tology, Storandt and Hickey draw the lines. A proponent of strict control group design, Martha Storandt deplores the quantities of sloppy research and makes her point:

> So many gerontologists want to do good works but are uninterested in finding out what those good works are. . . . How can we train people to provide services to older adults if we do not really know what services are worthwhile and what services are just someone's pipe dream? In order to do this these services must be evaluated, theories must be

put to the test of experimental, scientific
vertification or rejection. Evaluation does not
mean that some authority thinks the program is
good. It means that the effectiveness of the
program has been demonstrated in a public,
repeatable, objective manner. The experimental
group must be compared to the control group, if
you will. Or, subjects must be tested both
before and after they have received the recommended
services or treatments to see if any real benefits
have arisen. Further, evaluation must be objective.
Ratings must be made either by individuals uninvolved
in the treatment itself, or in a double-blind
paradigm where the evaluator does not know what
treatment was received by the client or patient
(Storandt, in Seltzer, Sterns and Hickey (Eds.),
1978, pp. 39-41).

Realizing the difficulties in carrying out such a

strict design in the typical field situation, Thomas

Hickey calls for a modified approach:

Typically, human services training programs
neglect to link knowledge production with
knowledge utilization. Research is needed to
link the known methods for effective delivery of
human services to educational programs for human
services providers. If one wants to assure the
most effective training, a compromise between
external and internal validity must be worked out.
Strict control group designs with random sampling
will have to be replaced with quasi-experimental
designs which allow for more widespread and less
costly training. The potential for use of other
methodologies lies relatively untapped in the
literature. This is not to say that programs
should be haphazardly implemented. Collaborative
planning and formulation of objectives between
researcher and practitioner should precede such
projects. General goals of training such as changes
in factual knowledge, skill acquisition, or changes
in self-perception and empathic abilities should be
objectively measured within the overall framework
of improving service delivery systems (Hickey, in
Seltzer, Sterns and Hickey, pp. 46-52).

Another researcher, Samuel J. Yarger, working with

competence-based education on the secondary level, attempts

to put order into the issue by placing research methodologies on a continuum. He deplores again the confusion in educational research, with studies variously described as "research" or "evaluation" without proper regard to their structure or purposes. He finds that each of these terms is widely mis-applied, leading to misunderstandings and a lack of appreciation of the real contributions of systematic inquiry in education (Yarger, 1975). Yarger attempts to remove this confusion, making clear the distinction between research and evaluation. Following this statement, Yarger then proposes viewing the outcomes of systematic study on a continuum of hardness or softness, varying in accordance with certain conditions of investigation and possible uses of the resulting evidence. Yarger calls his continuum (and his article) somewhat irreverently, "From Rock Through Melon to Mush".

Yarger uses Kerlinger's definition of research, stating that "scientific research is systematic, controlled, empirical and critical investigation of hypothetical propositions about the presumed relations among natural phenomena" (Kerlinger, as cited in Yarger, p. 13). Yarger points out that, in contrast, evaluation is generally viewed as an activity performed in order to make some determination or to fix some value about either a phenomenon or an object. It relates to examination and judgements (Yarger, p. 75). He cites Turner (as cited in Yarger, p. 75) as

making this distinction: "It avoids reliance on research findings or theory generated from research. The problem attacked is a practical one." Yarger goes further to say that evaluation purports to place value, allow for judgements, and finally to provide for the making of decisions on the basis of information rather than capriciousness" (Yarger, p. 75).

In practice, this neat distinction is not recognized. Yarger bemoans the fact that the words "research" and "evaluation" have, in fact, been used to describe a multitude of activities, many of which bear little if any relation to the above definitions. At its worst, the word "research" has been used by practitioners to refer to their efforts at simple collection of data, e.g. census figures for a school district, without any attempt to relate these to a theoretical or conceptual base, or to compare two instructional activities without further reference to research history or theoretical base. Many doctoral dissertations rest upon such data, regrettably.

Yarger sees a way for the educational practitioner to avoid the problems of abstruseness and "unusability" of the research results obtained in tightly controlled laboratory settings, and the lack of firm grounding of evaluation studies. "Whether one is purporting to perform either research or evaluation, there is common ground. Both activities are dependent on information or evidence,

in order to reach a conclusion" (Yarger, p. 76). He goes
on:

> . . . the importance of the evidence will focus
> on such things as the modalities used to gather
> information, the variables that are accounted for
> as one gathers the information, and finally,
> the ways in which the evidence will be used.
>
> Evidence comes in varying degrees of power.
> The powerfulness of the evidence dictates the
> inferential judgement that can be made as well
> as the degree of confidence one can have in that
> judgement. The validity of any inference made
> on the basis of evidence must be judged by the
> quality of the information (Yarger, p. 76).

Yarger then recommends a model for looking at the quality
of evidence, which relies upon his fruity analogy: From
rock through melon to mush. He suggests that much of the
study of teacher behavior in field situations is in the
category of 'melon', which is half-way up the scale, between
the rock-hard evidence from laboratory studies of specific
responses and the imprecise "mushy" information gathered
by educators from large populations on which they base so
many policy decision.

Fleshing out his fruity primer for educational
researchers, he compares the three degrees as follows:
The rock-hard as generated from a methodology with a limited
scope, with highly controlled variables, related to a
limited content area, providing for small but more certain
inferential leaps, but often not of use to decision makers
because of the limited scope and has low field credibility

because the problems appear "insignificant". Complete

control over the experimental situation is ideal. One

finds the closest approximation of this in the physical

sciences and in experimental psychology.

"Melon"-like evidence is the quality usually produced

by a competent researcher functioning in an environment

over which the control of many factors is not possible,

such as in social-psychological field research. "Educators

with a field orientation would consider it scholarly, though

there is recognition of its shortcomings" (Yarger, p. 78).

It is labeled "Program Development" evidence, because it is

the quality that educators use to make substantive pro-

grammatic decisions. It has a less limited, more practical

scope. There is control over some variables and not others;

it has distinct methodological limitations vis-a-vis "good"

research design and has higher credibility with the field

because of the practical scope. It provides for risky,

though not capricious inferences and although usable in the

field, it is probably of too limited a scope for policy-

makers.

The third, "mushy" type, is described in the context

of its intended use. It is labeled "Education Policy

Decision" evidence, and at its loosest is described as

follows: It attempts to deal with problems of large scope

and must be generated with many uncontrolled and imperceived

variables. This type provides information that is easily understood and thus popular to the public, possesses many methodological weaknesses and provides for only the most risky inferential judgements. It is preferred by policy makers because it is easily understood and has little credibility with either field practitioners or educational researchers (Yarger, p. 79).

Yarger's formulation is useful in our examination of approaches to research in education and practice in gerontology not because one can place any study in one neat category or another, but because it recalls to the mind the various criteria in terms of which one can usefully counsel the user of the evidence. In field research, it serves to remind one of the importance of utilizing as many controls as possible, while keeping in mind the hazards of inferential leaps from the evidence. With this in mind, we can look at some of the relevant research.

Reflecting on the above consideration of research methodology, and the thoughts of Pottinger, Yarger, Barro, Storandt and Hickey, it seems appropriate to select a limited number of criteria to guide us in our look at research in competence-based education and competence-based gerontological education. Three central ideas seem appropriate: First, the overall design of the research. . . where does it fall on Yarger's continuum: Is it loosely-connected "policy" data (mush), somewhat controlled field

research (melon) or tighly designed experimental research (rock)? Second, does it purport to use that most valid of competence measures, job performance? Third, does the job performance measure involve evaluation of outcomes for the consumer, that is, the classroom student, or the client at the agency, or does it fall short of this, resting wholly on behaviors of the trainee as he/she works with the consumer?

Why look at research in competence-based TEACHER education and other competence-based baccalaureate programs when the major focus is on gerontology? Simply put, the amount of research in secondary public education and other competence-based programs far outweighs the amount done to date in gerontology. The populations are greater and the extensive formal system creates a more favorable framework for carrying out research. Through this we can see theoretical issues dealt with and models created, the better with which to evaluate the limited efforts in research including competence-based gerontology programs.

First, we will examine competence-based teacher education.

In keeping with the principles stated here, research in CBTE ideally would, first, be conducted within the limits of well-designed field research in which an effort is made to control the most available of the many variables.

Considering the presence of both competence-based and non-competence-based programs, it would seem reasonable to expect a comparison of outcomes in these two teaching methodologies. Second, the evaluation should be based on job performance, rather than on observation of behaviors within academic simulations. Third, the outcome should be measured in terms of the effect on pupil behavior, as well as measures of teacher behavior. In this way the product (the effect on the consumer, i.e., the pupil) is evaluated.

Research efforts to date fall short of meeting these three criteria with consistency. The evidence in educational field research is heavily program-descriptive and evaluation of outcomes rests on measures which provide less than optimal predictive utility. Changes in the teacher behavior itself, rather than changes in the pupils taught by the teachers is most frequently employed as evidence. Product measures were limited.

Early recognition of this state of affairs is seen in a 1972 review article by Joel Burdin and Moira Mathieson. "The concept of performance-based teacher education (PBTE) is relatively new, and although there are a number of papers dealing with it, they consist mainly of opinions, discussions and descriptions. They report very little research on PBTE or its companion term of 'competency'" (p. 61).

The authors cite the shortcomings as noted a few years earlier by Hanushek: "It is surprising how little is actually known about the ways in which schools and teachers affect education. This largely results from a fixation on inputs to education, rather than on output" (Hanushek, 1970, p. 64).

Burdin and Mathieson pull together a sample of research to indicate what has been done and to suggest needed detailed research in the future. Fifteen studies are reviewed, "reflecting serious attempts to clarify PBTE. Some conclusions recur several times, particularly that teacher education should be individualized and that intern-ships are among the most important aspects of preparing educational personnel" (Burdin and Mathieson, p. 61).

Clegg and Ochoa report the implementation by twenty specially selected trainees of a competence-based model, described as a "field-based program using predefined behavioral objectives and their accompanying performance criteria with an instructional program integrating theo-retical knowledge with practical experience" (Clegg and Ochoa, 1970, p. 12). Although a control group was not a part of the design, the researchers have provocative observa-tions to make concerning possible differential effects of competence-based and traditional programs. They note that performance-based programs may place additional demands on prospective teachers. Since a good deal of effort was

made to select candidates who appeared to have a greater probability of success in teaching, the fifteen percent attrition rate is seen as reflecting the added rigors and demands of the CBTE program over the traditional preparation programs. In addition, the constraints of a CBTE program pose an insurmountable barrier for some individuals (Clegg and Ochoa). It is interesting to note the parallels between this 1970 observation that PBTE is possibly tougher than traditional educational systems and Grant's 1979 observations on CBE in other areas of education. Grant notes that rather than being minimalist--a "gut" program-- the demands in the programs reviewed were great. "The dropout rate for competence-based programs seems high, perhaps because of the very demands they make on students . . ." (Grant, in Grant, et al, p. 12).

Of the studies cited, most used teacher behavior-- "input"--as evidence. A notable exception is seen in a 1967 Kansas study. The measurement of output in terms of pupil behavior was employed in a study of Sandefur and others (1967). The research was also based on a design involving control groups, an improvement over many other purely descriptive studies. Sandefur et al focused on the differential effects on pupil behavior, among other things, of traditional lecture-based teacher education and a program which emphasized laboratory experiences coordinated with

theory. The lab-theory group of student teachers exhibited teaching behaviors rated to be more desirable by experts using the Classroom Observation Record. In addition, the pupils of both experimental (lab-theory) and control (traditional) groups were rated with the Classroom Observation Record. The experimental group pupils were found to exhibit more desirable behavior. Other interesting effects were noted. Although the traditional program student received higher scores on the Professional Education section of the National Teachers Examination, the Lab-theory students produced more beneficial outcomes in pupil behavior. This highlights the importance of internship for teachers to enable them to produce beneficial outcomes for pupils, and the lack of relevance of certain teacher-certification measures used heretofore.

A later research review was conducted by Stank, Bureau of Information Systems, in the Pennsylvania Department of Education. Stank conducted this review of CBTE in the Commonwealth of Pennsylvania in 1974. She found the research was for the most part not comparative between PBTE and non-PBTE, but rather that the 51 articles reporting research findings and analytic studies of teaching competencies focus on analysis of content of PACBTE (competency-based teacher education in Pennsylvania).

Forty-eight of the studies reviewed reported lists of teaching behaviors that have been

observed in classrooms, and are judged as good
teaching behaviors. Many instruments and check-
lists were cited as valid for use in evaluating
teachers on the basis of these behaviors, but there
was little or no valid research cited that shows
which of the behaviors produce change in students
(Stank, in Craig (ed.), 1974, p. 23).

Stank reports that her review of research outside of

the Commonwealth yields some information on student outcomes,

but utilizes behavioral measures which say little about

student achievement. Stank feels that it is change in

achievement patterns which is the essence of significant

modification for the pupil:

A survey of educational journals over the past
10 years produces a wealth of information on
categorical classroom obsrvational systems.
These systems focus on specific defined teacher
behaviors, usually demonstrate high interrater
reliability and can discriminate among teachers.
There has been no attempt reported that relates
the behaviors observed to student achievement.
Certain teacher behaviors and student responses
have arbitrarily been judged as more desirable
than others on the basis of one theoretical
construct or another (Stank, in Craig, p. 24).

The status of research on teacher effectiveness up to 1971

is indicated in Stank's citation of a review by Rosenshine.

His observations paralleling those of Burdin and Mathieson,

note that work has been done concerning student growth,

but the number and extent of such studies is limited:

At most, there are 70 correlational or experi-
mental studies in which observed behaviors of
teachers or students have been related to
student growth. Almost all of these studies were
reported in 1966 or thereafter; approximately
one half were conducted by doctoral students who
had limited resources and so had to use 15 teachers

or fewer in their samples. The number of in-
structional behaviors which have been studied is
limited and many of the activities which are of
interest to educators and the public have not
been studied to any large extent in situ
(Rosenshine, as cited in Stank, p. 24).

In response to these calls for more rigor in research
in CBTE, a number of educators proposed models for research
intended to guide future efforts. As Soar (Soar, in Dickson,
1976) points out, when numbers of classes of variables and
sets of relationships are involved, a model is helpful in
organizing the thinking process. Not only did models re-
design the procedures to include control groups and more
relevant evidence, but the complexity of the material studied
was incorporated in the design. Mitzel's earlier model,
cited by Soar, suggests three classes of variables in working
with the issue of teacher effectiveness: presage, process
and product.

Presage covers all the characteristics of the
teacher before he or she enters the classroom,
i.e., intelligence, age, sex, years of experience,
degree status, gradute hours in education, etc.,
process variables referred to measures to the
nature of the interaction that occurred between
teacher and pupil within the classroom. . . such
as emotional climate, permissiveness, disorder, task
orientation, etc., and product measures, which
were outcome measures for pupils, such as increase
in reading or arithmetic skill, growth in positive-
ness of self-concept, a more favorable attitude
toward school, etc. (Soar, p. 7).

Although this model has been serviceable, Soar points
out that extensions of this basic formula are useful in
representing "more of the complexity of the classes of

variables which impinge on the training and performance of the teacher and the behavior and outcomes of the pupils in the classroom" (Soar, p. 9). Soar and D. M. Medley collaborated on a model to incorporate these complexities which became the basis for planning the study of the teacher education program at the University of Toledo. The design incorporates comparison of CBTE (in the parochial schools) and non-CBTE (at the public schools) approaches, as well as information on the relationships of teacher behavior to two aspects of pupil behavior: pupil participation and pupil performance (as measured on criterion instruments) (Wiersma, Mutterer, Jurs, Dunn, Cohen and Gibney, 1976). A diagrammatic presentation of this model appears in Appendix C.

A second model was devised by Dr. Peggy Stank of the Pennsylvania Department of Education (Stank, 1974). This incorporates both comparisons between CBTE (PBTE) and non-CBTE (non-PBTE) programs as well as measurements of student outcomes.

Another sample of the models developed in this time period is seen in the work supported by the Georgia State Department of Education. Georgia has been one of the leading states in committment to competency-based teacher education. In this instance, a model was designed and later reports indicate the successful application of this model.

Prepared as a guide for inservice training for

building-level administrators, this design includes
processes and procedures used to identify school admini-
strator's functional responsibilities, the corresponding
competencies and the performance criteria stated as ob-
servable outcomes. The approach was labeled ROME or results
oriented management in education (Georgia State Department
of Education, 1974).

A subsequent application of the ROME model in a field
test at Valdosta State College, Valdosta, Georgia, is
reported in 1976 by Joseph Licata (Licata, 1976).

New elements of comparison were introduced in this
application. The design employed the Georgia Principal's
Assessment System for pre, post and control group comparisons
which led to the following conclusions: An internal assess-
ment suggested that principals preferred the ROME training
to traditional programs and found that ROME training was
more closely related to on-the-job performance than tradi-
tional programs. External evaluators using the same
instrument concluded that the competence-based program led
to differential improvement in the perception of the work
environment, especially by teachers closely involved with
the administrator working in the ROME program.

A similar project was undertaken by Southern Illinois
University at Carbondale to prepare vocational directors in
Illinois. This project, however, lacked the useful com-

parisons of the Valdosta study. The study specified 159 administrative and leadership competencies which were acquired by the 10 program participants under the supervision of a local coordinating administrator and in fact did develop 10 employable occupational educators and prepared them to meet Illinois level one supervisory certification (Southern Illinois University at Carbondale, 1975).

A 1981 review of the material entered into the ERIC file suggests that the number of descriptive and model-design reports far outweigh the well-controlled studies. As one of the researchers involved in the 1973-1975 surge of model-design efforts remarked, the models were generated enthusiastically, were attractive on paper, but once the funding supporting the research dwindled, the zeal for implementation of the models faded noticably (Stank, 1981).

Another useful formulation has been proposed which makes the distinction between program evaluation activity and "program validation" activity. Medley (as cited in Soar) suggests that the term "program evaluation" be applied to the relationship between teacher selection and training and student teacher behaviors; and to restrict the term "program validation" to relations between student teacher behaviors and pupil behaviors or pupil outcomes. That is, program evaluation is the test of whether student teachers complete the program equipped with the knowledge and skills which the program intended, based on other teachers' ratings

of teacher behaviors in classroom settings, whereas program
validation answers the question of whether the knowledge
and skills the student teacher has learned make any
difference in pupil outcomes (Soar, 1976).

Research in Competency-Based Education other than Teacher Education

The approach to research on CBE effectiveness outside
the bounds of teacher education is of a different nature
than that in CBTE. The research has been less formally
structured and rigorous. When one considers the differences
in the conditions between CBTE and CBE generally, possible
contributing factors become clear. In CBTE, one is dealing
with a trainee population who may be viewed as somewhat more
homogeneous than the population served by CBE outside of
teacher education in the primary grades. CBE post-secondary
programs exist in disciplines as far apart as nursing,
liberal arts music education and human services. The student
population is a diverse one, and the programs are compara-
tively few. In addition to diversity of population, the
sheer numbers available for subjects in a projected study
varies widely. When one compares all of the teachers in
the state of Pennsylvania, for example, in an in-service
study, with all the students registered in the scattering
of non-teacher CBE programs, the comparisons are of thousands
to a few hundred. The major recent study conducted with the
support of the Fund for the Improvement of Secondary

Education (Grant, et al, 1979) sampled nine programs, and
reported on five. The student bodies of these five programs
numbered in the hundreds.

A second factor which readily differentiates the
challenge of measuring the effects of CBE from CBTE is the
access to sensible outcome measures. As noted by Stank,
the most meaningful measure of the success of CBTE is change
in pupil achievement. These clients, the pupils, are
captive and thus accessible. The measures of the success
of CBE in non-teaching fields are much more complex.
Theoretically, one might measure the impact of the flute-
playing of a Florida state student on a listener, and the
effect of nursing competence on a patient who receives the
services of a Mt. Hood graduate, but it is more difficult.
A client measure is involved in the College for Human
Services design, although accounts of the difficulty of its
application draws attention to the difficulty of this in-
strument. Measurement of outcomes in most of the programs
is moved one step back from the final recipient of the
service. Assessment measures are designed to report the
performance of the student, not his or her effect on the
client.

Validity of assessment measures is a continuing
problem which plagues competence-based, as well as other
professional preparation programs. As Grant points out,
the closer the measure is to the "performance on-the-job,

the more valid it is in predicting future job performance"
(Grant and Kohli, 1979). As with many of the teacher-
preparation programs, measures used in CBE are sometimes
ratings of job-related behaviors in that field; for example,
in the Seattle Central Community College day care program,
evaluators assess students who are working directly with
children. On the other hand, as the service clientele for
many of the other programs are not neatly confined, captive
audiences on whom to practice, simulation techniques are
employed far more frequently. These provide clever approxi-
mations of the real life situations. At Antioch, a court-
room is set up in the school, and actors play clients; at
Mt. Hood, a simulated hospital wing is set up for the
students to use in demonstration. Again, however, the
measures which are used are judgements on the part of
"experts" with rating scales with sometimes questionable
validity for predicting eventual successful application on
the job. As teacher experts had devised rating scales for
"good teacher", experts from other fields rate "good
practitioner". Whether or not success in these tests
correlates with success in a job further down the lines is
a question.

Looking at research in CBE from the broadest possible
perspective, one can see that it simply is at a different
of maturity than that conducted in CBTE. From an internal

point of view, educators working within the programs are
at the stage of program development, and although internal
evaluation measures may be designed, the development has
not reached the point of differential comparisons with non-
CBE programs. CBE pioneers are spending much energy on
program implementation and political concerns, and may be
understandably envious of PACBTE, where competence-based
teacher education is mandated, commonwealth-wide. Research
from an internal point of view is at the evaluation level.
Rock-hard study gives way to melon-like evaluation research.

The difficulty in maintaining a classic research
design is noted by Schalock and Girod (1975). Although
competence-based education, because of its empirical
orientation (behaviorally described competencies) holds
great promise for the future of educational research,
difficulties hamper it.

> Competence measures of a quality that permits
> them to be used in research, for example, are
> costly and difficult to obtain. Controlling
> for sources of unwanted variation through use of
> experimental and control groups places constraints
> on program operators that are often frustrating
> if not intolerable (p. 21).

From without, research in CBE is also at the evalua-
tion stage. Methodology rests for the most part in the
case-study vein. Inter-program comparisons are at best
difficult, plagued by the great diversity in objectives,
subjects and design. The FIPSE study provides us with a

great deal to think about, and serves as a guide to various

aspects of program design and evaluation, but information

regarding the effectiveness of the outcomes of CBE will be

some time in the coming, and will be dependent upon the

increase in scope and maturity of the programs now in their

infancy.

Reflecting on his experience in the three-year FIPSE-

sponsored evaluation of CBE, Gerald Grant suggests that the

going may be very rough:

> Whether these additional efforts (CBE) actually
> lead to a net increase of societal competence
> remains an open question. . . we have yet seen no
> clear evidence that students who complete the
> programs are in fact more competent or employable
> than similar students from traditional programs.
> The data are just not available to make such
> comparisons, and they may never be (Grant, 1979,
> pp. 11-12).

Competence-based gerontology programs

A review of the literature indicates that the quantity

of information available on competence-based undergraduate

programs in gerontology is even smaller than the amount of

information available on non-teacher CBE. Planners for a

symposium on competence-based education in aging services

at the 1981 AGHE meetings were able to identify no more

than half a dozen programs as potential participants.

Representatives of four of these programs reported in the

annual meeting. Access to another project report is avail-

able through a dissertation issued through Columbia Univer-

sity.* To preface this review, it may be noted again that these efforts are undergraduate education programs which involve, to some degree, field (job) experience. No follow-up studies of graduate job performance are included. The data from these programs are compared with our criteria as follows:

The four programs reported, in varying degrees of completeness, at the AGHE meetings in 1981 are considered as a group.

In a Symposium on Competency-Based Education for Tomorrow's Practitioners in Aging Services, representatives of CBE programs at the Associate (Elgin Community College), Baccalaureate (California State University, Chico, Madonna College, and University of Massachusetts at Amherst) and masters degree levels (Syracuse University) shared information and materials reflecting their applications of the CBE model. The first four, or undergraduate programs are considered here.

First, we consider the criterion concerning the over-all design of the research. These programs were in re-

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*Examination of "A Bibliography of Doctoral Dissertations on Aging from American Institutions of Higher Learning, 1978-80" Journal of Gerontology, Vol. #4, p. 496-514, July 1981, reports on approximately 450 titles, of which 11 address professional education, and of these, one addresses competence-based programs. Dissertation title: Gerontology in Higher Education: A Competency-Based Modular Curriculum with Field Tested Evaluations, Tepper, Lynn Marsha, Columbia Univ., Teachers College, 1980. This paper was not relevant to the present topic.

latively early stages of development, and the occasion was
one of sharing progress made to date, as well as considera-
tion of the issues of competence definition, curriculum
design, student assessment and program evaluation. The
information was at the program descriptive level, and as
such, is not considered to be reporting "research". The
evaluation methods are of interest, however. Through
review of material presented at this session and careful
study of other materials descriptive of the programs, it is
possible to shed some light on our second and third
concerns.

Second, we examine the measure of competence. One
program used "traditional measures" (examinations, papers,
class participation, etc.) only, two used these measures
combined with on-the-job performance, and one used simulations.

Elgin Community College, Elgin, Illinois, offers an
Associates Degree program and a Certificate program in aging
and mental health for gerontology paraprofessionals.
Existing courses and newly-designed modules constitute the
curriculum. Competencies were formulated, existing courses
matched to competencies, and need for new courses identified.
Traditional measures of student performance were used for
assessment (David and Ehrenpreis, 1979). An awareness of the
need to more clearly define competence measures and to
relate the program to the world of work was reflected in
Davis and Ehrenpreis' enumeration of "future tasks, step #10"

in the competency program design process. These steps
included: a) clearly define indicators (standards) of
"adequate" performance for each competency, b) provide
follow-up on trainee performance in field experience and
on-the-job, and c) evaluate the impact of training on service
delivery. Measuring competence through evaluation of intern
and graduate job performance is not a current part of this
program, but may become a part of the evaluation scheme,
according to present projections.

Two programs, Madonna College and University of
Massachusetts at Amherst, are in the process of competency-
basing, and part of the curriculum relies upon traditional
course structures with traditional measures, while part
(field placement) relies upon on-the-job measures of intern
performance.

Madonna College offers a 30 credit hour Aging and
Mental Health Certificate Program, comprised of traditional
course material and a 15 week field experience. Although
every course has defined course objectives, the objectives
are not drawn in such a way that they could be considered
"competencies". Traditional performance evaluation, in the
form of reports, papers, examinations, journal reviews, case
studies and oral class contributions are utilized (Harmon,
1981). The undergraduate student field experience, on the
other hand, utilizes descriptions of student behavior which

would indicate the attainment of a competence: With regard
to the competency of "establish(ing) positive and objective
working relationships with clients," the student is rated on
"Gathers sufficient facts before assessing a situation" and
"looks for explanations of behavior rather than makes
judgements", among 14 behaviors itemized. On-the-job per-
formance of interns is one criterion of competence at
Madonna.

The University of Massachusetts at Amherst, as noted
earlier in this dissertation, offers a Human Development
Major with Concentration in Gerontology, comprised of course
work and a 15 week field placement. The course work is
competence-based in varying degrees. Course goals are stated
in a competence-framework, but much of the evaluation still
rests on traditional measures (Whitaker, 1981). The field
experience is competence-based, with "checklists" of student
behaviors which are utilized in making a rating regarding
attainment of competence. For example: the Interviewing
competency includes components of "Identifying oneself in a
way that makes sense to the client", "establishing rapport",
"being realistic about the boundaries of the relationship"
among nine behaviors itemized. These behaviors are rated
from an audio tape of an actual client interview, or rated
by supervisor observation (Whitaker, 1981). Intern job per-
formance is one criterion of competence at UMA.

California State University at Chico offers a baccalaureate level competence-based program for geronto-logical practitioners. Competencies were identified, and coursework was designed, restructured or deleted to prepare students to attain the competencies. Evaluation of the 10 competencies was accomplished through student demonstration of skill and knowledge through participation in five class-room-based "scenarios", evaluated by faculty. For example, a scenario of "Interaction with a confused elder to define a need and select and adapt appropriate solution strategies" would be rated on the presence or lack of competence in, for example, "helping individuals and small groups to meet their needs", "communication", "problem solving", and "sensitivity/awareness" (Fretwell, 1981). Evaluation of competence does not rely on on-the-job measures at Chico State.

Third, we consider whether the job performance measure involves evaluation of outcomes for the consumer (client or pupil), or whether it rests wholly on the behaviors of the intern.

This question is relevant for the Madonna College and UMA programs. Changes in the client (the product) are addressed to some degree in both programs. The kind of evidence used is not, however, direct evidence. Impact on the client is not evaluated by asking the client whether or

not needs have been met, or by testing for changes in the psychological state of the client, but rather are gathered from indirect sources, such as the judgement of the supervisor, and are inferential judgements. For example, at Madonna, the supervisor rates the student in terms of whether or not he/she "assists/supports the client in taking the appropriate steps to meet client needs". At UMA, the supervisor rates the student on whether or not he/she "maintains rapport in interview". Changes in the client behavior is not indicated by an objective measure of change, but is made by implication from the process used by the intern, or by indirect measure, involving supervisor judgement of many clients and their behaviors. The analogy with teacher education describes the content of the evaluation as that of change in teacher behavior, rather than greater or lesser pupil attainment.

In summary, the four competence-based gerontology programs were reporting in a descriptive fashion, not conducting research. The evaluation systems were of interest, however, and two out of the four used intern job performance to some degree in competence evaluation. The evidence used to support competence attainment was not direct product evidence (changes in the client) as measured objectively, but were process ratings of student (intern) behaviors, with some indirect evidence (supervisor judgements) suggesting

inferences about client changes. Further, these efforts addressed student (intern) competencies rather than graduate (true on-the-job) competence. The question is: Does the superior trainee become the superior employee following the end of training?

A fifth program in competence-based gerontological education merits description. Presented at the AGHE 1981 meetings, but in a separate session, the program at Eastern Washington University was presented by Juan J. Paz.

The central course, "Specialized Methods in Working with the Aged" is described. The intent of the course is to "give the student a knowledge base of specialized methods and techniques of working with the elderly. The student will then develop a treatment plan which will include specific multidisciplinary recommendations where appropriate" (Paz, p. 360).

The course objectives are grouped into four units: casework techniques, mental health, rehabilitative services and sociocultural assessment.

As the course objectives are highly behavioral (performance oriented) in nature, the objectives are listed in full:

Unit I - Casework techniques

Upon completion of Unit I, the student will be able to:

1. Enter (sic) an elderly client in a working relationship using instructor-selected guidelines.

2. Conduct an intake interview, using instructor-selected guidelines, with an elderly client.

3. Conduct a follow-up visit (working on tasks) with an elderly person, using instructor-selected guidelines.

4. Explain the termination phase of working with the elderly clients.

Unit II - Mental Health

Upon completion of Unit II, the student will be able to:

1. Define Reality Therapy, reminiscence and reassurance.

2. Identify the most common benefits of reminiscence.

3. List techniques of engaging the elderly in reminiscence:
   a. listening effectively to the elderly;
   b. accepting differences in elderly value systems.

4. Identify a minimum of three (3) situations where emotional support to clients regarding death and dying is needed.

Unit III - Rehabilitative Services

Upon completion of Unit III, the student will be able to:

1. Define occupational therapy and physical therapy as part of the rehabilitative process.

2. Identify the occupational and physical rehabilitation need of an aged person.

3. Coordinate resources and develop a rehabilitation plan.

4. Assess the benefits of physical activity for the elderly, using instructor guidelines.

5. Promote creativity in the elderly as a basic technique in art therapy.

Unit IV - Sociolcultural Assessment

Upon completion of Unit IV, the student will be able to:

1. Identify, for assessment purposes, a minimum of three (3) characteristics each of
    a. a bilingual client
    b. a bicultural client
    c. an assimilated client

2. Assess, using instructor guidelines, a client's self-worth and self-esteem based on cultural influences.

3. Describe the most common effects of racism on elderly individuals.

As the evaluation of student performance is crucial, the procedures are cited here:

Evaluation:

A. Examinations

B. Learning Activities

1. Term paper

2. The student will conduct a two-day chronology of an elderly person's lifestyle.

3. The students will do
    a. an oral presentation to the class on an explanation of a case.
    b. a panel discussion on an issue related to aging.

A number of observations can be made: The course objectives include listings of job components, such as "enter (sic) an elderly client in a working relationship using instructor guidelines". This is clearly a job-

performance skill, similar to the field work skills at
Madonna and UMA. At least six specific skills are listed
among the objectives. Yet, when one looks at the student
evaluation criteria, there is an exam, a term paper, and
two "learning activities" which are behavioral in nature.
The first is to conduct a two-day chronology of an elderly
person's lifestyle. In what way is this connected to the
skills listed as objectives? One may guess that this is a
behavior from which one may infer that the student completed
at least part of the "casework techniques" unit. The second
states that the students will do an oral presentation to
the class on an explanation of a case (as well as participate
in a panel discussion). Yet one wonders how material from
the six specific skills listed as objectives are to be
evaluated through this exercise. Some insight into this
orientation is gained through Paz's earlier remarks in which
he identifies the necessary components of a learning outcome
as "the unambiguous and observable product of an action."
The chronology and the case presentation are products of
an action, but how each competency correlates with these
evaluation measures is not sufficiently articulated to under-
stand how it happens.

Again, it appears that we have job skills cited as a
course objective, but student evaluation rests on behaviors
which are at least one step removed from the real work

action. The course objectives--the four units of competencies--are impressive and heavily job-related, the student may well be getting a very rich experience. The evaluation measures, however, do not relate systematically to the competencies, so it is difficult to see whether or not the competencies have been acquired.

To summarize Eastern Washington University's status with regard to our three criteria: First, the work is program descriptive, not research. Second, the competencies are measured in a combination of traditional and work-product measures. It is difficult to say that on-the-job performance is measured, because the work is reflected in reports given to the class, rather than by on-site observation by evaluators. Third, the job performance measure fails to adequately involve evaluation of outcomes for the consumer, and rests heavily on the behaviors of the trainee. As with Madonna and UMA programs, there is reference to intended goals for the client (enter an elderly client in a working relationship; promote creativity in the elderly; develop a rehabilitation plan), but as in the other programs, there is not direct assessment of change in the client. The measure is process, not product, related.

Product measures in service agency research:
Are they practical and/or ethical?

The issue of process versus product measures in educational research models merits deeper consideration.

There are a number of reasons why inclusion of a product measure should be a part of the research design, but there are a number of other compelling reasons why, when one considers the reality of the service agency setting, product measures are inappropriate.

The pressure for accountability and the "consumerism" of the 60's and 70's brought to the attention of program planners the necessity of using the outcome for the client as a criterion of service program success. The experts were being asked to listen to the client, i.e., the consumer. The community mental health movement was based on the input from community boards, and program directors were answerable to these consumer groups. Spiro Agnew's unfortunate remark regarding the necessity of the "patient listening to the doctor" instead of the reverse, led to a cry of outrage in the community health movement. Right-to-refuse-treatment cases became an issue. If the client didn't want the treatment, did or did not the client have the right to refuse it? As competency-based movements spread from general education into service education, this "accountability to the client" gained more attention. Defining appropriate areas for input into the competence-formulation process, Bailey Jackson, Human Services Program, UMA stressed the importance of including direct client input, as well as community-agency and university input (Jackson, 1980). Susan King includes

"client responses to questionnaire" as useful information appropriate for defining program objectives (King, in Grant, et al, 1979). Consumer input became a factor in evaluation as well as planning. The extent of this movement is so widespread as to defy documentation in a limited space. Suffice it to say, as Pottinger has, that we must move away from "proxies" of product evaluation, and look at the product itself (Pottinger, in Pottinger, et al).

Education research models may include direct client change measures, such as increase in pupils' ability to read or write, in their evaluation of the outcomes of teacher training. The Medley-Soar-Toledo model includes such a measure in the design of the comprehensive Toledo study of competence-based education (Soar, 1975). The bulk of research carried out in competence-based education, however, falls far short of this goal. As Stank points out, most designs continue to use process (teacher behavior) measures, rather than product (pupil change) measures (Stank, 1974).

Palardy and Eisle (as cited in King, in Corant, et al, 1979) refer to the most serious problem, of which this reluctance to engage in "product" measures may be seen as part. The problem is that of "atrophy", or the tendency of program objectives (or research measures) to become re-stricted to those that are most easily measured. King cites an example in competence-based teacher education in which

atrophy may bring a program to "stress proficiency in develop-
ing audiovisual aids rather than skill in communicating
successfully with children--a skill more complex and
difficult to assess. . . the poor state of the art of
measurement, especially in affective areas, accentuates this
danger. . . " (King, 1979, p. 496).

With regard to evaluating product outcomes (client
change) in a work setting for gerontology graduates, it is
important to realize that the multiplicity of intervening
variables makes such an evaluation somewhat impractical.
Efforts to measure the impact of the student's job per-
formance on any one aspect of the client's behavior must
first include ways to control other influences on that
aspect of client behavior. If one wishes to assess whether
or not the helping relationship has brought about a
relatively permanent change in attitude, one must first
rule out the potentially attitude-changing influences from
the home such as, change in the client's personal relation-
ships, job situation, etc. Complexities begin to build
when one considers the reciprocal influence of client and
student behaviors.

In evaluating the reasonableness of attempting a
product measure in a work setting for gerontology graduates,
one might look at another issue: the availability of data.
From a practical point of view, is the system within which

the graduate works structured such that direct client-change information is provided by the system as a regular part of the client-agency relationship? In primary and secondary educational systems, the application of pupil performance measures are routine. Information on pupil progress comes with every test and report card. It seems reasonable to expect that pupil outcome measures be a part of research in teacher effectiveness. On the other hand, client evaluation, in terms of direct measures of client change, is not a regular part of the types of service agencies in which UMA gerontology graduates obtain jobs. Tests of psychological and physical change are not a part of the client-agency relationship in case-management situations. Provision of service, on the other hand, is measured routinely and directly. Units of service delivery are counted carefully. The impact on the client may be made inferentially but not directly. The language frequently used by social service personnel reflects this situation. One says that the client "seems better, seems happier". One seldom has the data to back up the statement that the client "is better".

To summarize, a review of research in competence-based education (teacher, non-teacher and gerontological) indicates that although attractive research models have been created, much of the work reported to date can be described as program evaluation or description, not well-controlled research. In

addition, although viewed by many as desirable, product
measures are not utilized; greater attention is given to
process measures. Within the field research attempted by
UMA, the use of product measures defined as client changes
is seen as inappropriate. A review of the literature
yields no follow-up studies of job performance of graduates.

The UMA research design: a view from the perspective of other models

A research model is helpful in organizing one's
thinking when the situation to be structured deals with
numbers of variables and relationships (Soar, 1976). One
needs also to keep in mind in this discussion the essential
elements of the task we set for ourselves. This will help
to make better sense out of the consideration of various
models. Briefly described, at UMA we set out to evaluate
program outcomes by measuring the on-the-job performance
of our gerontology graduates against the job performance
of graduates of other programs. "Job performance" was
evaluated by agency supervisors responsible for judging the
adequacy of the employees under their direction.

The model employed in our research was the classic
control-group model. We attempted to control for variables
which might confound the influence of the program-difference
variable in affecting job performance. We establish a match
with agency workers for age, sex, years of education, agency

supervisor and length of service at the agency.

The definition of job performance which was adopted by the UMA project was that which the agencies themselves used to rate employees in routine evaluations, slightly modified to increase comparability across agencies. The seven generic elements and their descriptions are as follows:

1. quantity of work: amount of work accomplished

2. quality of work: accuracy and thoroughness of work

3. personal relationships: ability to relate to others in a courteous, cooperative, tactful and harmonious way

4. work habits: attendance, punctuality, dependability

5. learning ability: adaptability, ability to understand and follow instructions

6. attitude toward supervision: attitude toward constructive criticism and respect for chain of command.

7. job knowledge and skills: basic skills and knowledge necessary to perform job.

Examination of the UMA seven generic dimensions of job performance leads to the question of whether they are valid "process variables" in Mitzel's sense. With regard to teacher effectiveness, he speaks of the nature of the interaction that occurred between the teacher and pupils within the classroom such as emotional climate, permissiveness, task orientation, etc. The measures which UMA employed (quantity of work, quality of work, etc.) may not be

significantly related to ultimate product measures (client
changes). Although we tend to accept as given that high job
ratings correlate with positive client changes (the agency
policy supports this idea), the design guarantees no in-
formation to support such a conclusion. We have information
on completion of tasks vis a vis the client, referred to
indirectly, but we have no information on changes in the
clients themselves, in any direct sense. It is interesting
to note the content of the rating scale, and its possible
relation to systems-maintenance factors. We know that
workers are valued for their systems-sustaining behaviors as
well as for their client service. We see also that high
productivity is valued, as is accuracy, attendance,
punctuality, dependability and harmonious relationships with
other staff members.

Impact on clients is addressed in a few of the rating
scales, for the most part in the supporting commentary
written out by supervisors which supplements the numerical
data. There is insufficient material relating to impact on
clients, however, for us to draw any real conclusions re-
garding this issue. We simply lack sufficient information
regarding both impact on clients (product) and the per-
formance of uniquely client-related activities (process).

We were satisfied with this limited measure because
it told us at least part of what we wanted to know. Had we

designed a scale of our own, including all the richness of "gerontological training" it would not have told us that crucial thing: how did the agency itself view the student?

We sought real world purity, that is, the agency measure by which hiring and hiring decisions are made. We are not interested in another form of "proxy" judgement, as Pottinger would put it. . . another representation of the diploma, in the form of an academically-designed rating scale. Impressed with the literature concerning the lack of predictive validity of any such measures emanating from academia, we were eager to measure our program with the ultimate litmus-test, the in-house measure of job performance: success as the agency defined it.

The limitations in our expectations went yet another step. We realized that the measure would probably tell us not <u>why</u> the students from one program were better than another, but we wished to take the first step, and to see <u>if</u> there was, indeed, any difference.

Mitzel's model helped to guide teacher-effectiveness resarch. Setting aside Mitzel's model, the introduction of another more complex model sheds light on the issues re- garding multiplicity of variables in the unit design. This extension of Mitzel's model was developed by Medley (1974), in an effort to represent more of the complexity of the classes of variables which impinge in the training and per-

formance of the teacher, and the behavior and the outcomes
of pupils in the classroom (Soar, 1976). The revision has
served as the basis of the very extensive and ambitious
project involving evaluation of teacher education in Toledo,
which is still ongoing (Dickson, 1979). A major revision in
the model involves the inclusion of "moderating variables".
As Soar notes, "the model suggests a reason why the older
presage-product studies may have so rarely produced meaning-
ful results. . . namely, that there are three intervening
complexes of influence which moderate the effect of teacher
entry characteristics on pupil outcomes" (See diagram,
Appendix C, Part I). The three are a) school characteristics,
b) home, community characteristics and c) pupil character-
istics, personal, demographic. As noted above, it is useful
to think about the UMA design in terms of these inter-
vening complexes of influence. School characteristics are
seen as influential in affecting teacher behavior. Agency
characteristics are certainly influential in affecting
worker behavior. Control for this variable was not possible
such that we could reduce its impact in comparisons across
all agencies. We could not be sure that the work performance
of one worker would not have been better in the setting of
another agency. Agencies, like schools, have their "work-
styles", which differ from other agencies. Soar refers to
the preliminary findings in the Toledo study which show

"School effect" to be relatively strong. . . that is, that teaching behavior within schools is more homogeneous than across schools. Such an influence was probably at work in our study, as well. Comparisons of workers within the same agency were, of course, not confounded by this influence. Although one might quickly add that one worker will work better under Supervisor A than Supervisor B, and in Agency A than in Agency B, the fact of life is that, once placed in a particular setting, the significant information is how well or poorly did the worker do within that setting.

Other intervening complexes of influence include home and community characteristics which, in turn, influence the pupil characteristics. Although the UMA study did not measure client behavior, certainly the characteristics of the client influenced the degree to which the worker was able to work effectively. Socioeconomic status, age, sex and race have certainly been identified as influences affecting worker-client relationships. This is another factor for which we had no control. It was interesting to note in the commentary that at times the supervisor was aware of the impact of these differences upon the worker. There was no systematic way, however, to take into account the impact of these differences.

With all of these considerations in mind, it is appropriate to proceed to examine the methodology of the UMA

study of job performance of graduates.

Methodology

The methodology of this study is summarized as
follows: Eight recent graduates of the UMA HD/Ger four year
baccalaureate program were compared in their work per-
formance after four months on the job with eight control
subjects who had graduated from other four year programs.
The experimental and control subjects were matched in age,
sex, length of time at the agency, had the same job
classification and experienced the same supervisor. The
agency group consisted of three home care corporations,
two public geriatric day care centers, one hospital and one
nursing home. Work performance was measured by the in-
house standard evaluation form somewhat modified to permit
quantifcation. Experimental and control subjects were
rated on seven dimensions of job performance using five-
point rating scales. In addition, essay responses on each
dimension were analyzed. Comparisons were made between
experimental and control subjects within each agency, and
between the whole group of experimental and control subjects.
Henceforth, experimental subjects will be referred to as the
graduates and control subjects as the controls.

Sample

The population from which the sample was drawn was

the total population of nine interns of the spring, 1980 semester. One intern was a junior and therefore was excluded from the sample; of the eight seniors, one went to graduate school. The remaining seven are part of the sample. They all obtained elder services jobs in the local area. In order to extent the sample, one graduate was included who had interned in the summer and who had also found a position in aging locally. There were seven women and one man. They ranged in age from 20 to 45. Seven of the graduates ranged in age from 20 to 32; the other was 45.

Selection of controls for the graduates required overcoming a number of obstacles created by differential agency staffing patterns, small agency staffs and great variability in the requirements for a specific job classification.

Finding a match for the graduates proved to be difficult. In two cases, the graduates were given roles for which there was no match in the agency. One young woman was the first social worker ever employed in her setting. The agency had created the job for her. Another graduate had been given a position on a therapy team in a setting in which virtually all the other staff had masters' degrees or had had psychiatric nursing training. Matches were found by resorting to a parallel setting, in one instance, and by stretching the education match in the other.

Control matches were found for the other graduates within their settings with these considerations: With regard to duration of service, the UMA graduates had been at their agencies for four or more months. Most had been at the setting for a year. The controls were selected from among those who had been at the setting for four or more months, but no longer than two and a half years. A period of four months was selected as the period of evaluation at which graduates and controls were rated for the purpose of this study. The probationary period for new employees is generally set at three or four months. After a probationary-period evaluation, employees are released or take the status of full-fledged workers. The project staff accepted this agency standard. Although early in the design of the evaluation procedure, one year was viewed as a desirable time cut-off, it was later rejected. An attempt to match program graduates with controls after one year of agency experience was found to be impractical. The duration of employment of our graduates varied from this figure; in addition, it was impossible to find such close matches. Investigation of the logic of the "probationary period", plus the difficulties in using one year as the criterion led the project to select the present procedure.

With regard to age, an attempt was made to match project graduates and controls, given the relationship of

prior work experience to age. Exact age match was precluded by the limited number of employees in the agencies. Therefore, experimental graduates in their 20s were considered matched if their controls were also in their 20s. The 45 year old graduate was matched with a middle aged control.

Years of education were matched. The project strove to find controls who had recently earned bachelors' degrees. If that match was not possible, number of years of education, as well as years elapsed since most recent education, were taken as criteria.

Gender was matched, as was presence within the same supervisory group. Supervisory matching was needed in order to reduce inevitable bias in ratings, as well as to control for differentials in the teaching that occurs across supervisory relationships.

Procedure

The agencies within which project graduates worked were identified. Each agency was contacted, the nature of the study described and their cooperation solicited (See Appendix C). Written permission was obtained from graduates (See Appendix C). The help requested of the agency included their selection of a control subject in accord with the stated criteria, their submission to the project of standard in-house evaluation forms and background information sheets for both graduates and controls. The maintenance of con-

fidentiality and preservation of anonymity of subjects by
the project was assured. Materials on all eight graduates
and their controls were gathered.

Instrument

The job performance of graduates and controls was
rated by the agency supervisor of each matched pair of
subjects using the agency's standard in-house employee
evaluation form. The forms typically included numerical
ratings of job performance dimensions and additional
commentary in the form of essay-type responses. For use in
this study, the forms had been slightly modified to increase
comparability across subjects and agencies. There were
three types of modifications. First, some but not all of
the agencies evaluated employees on the dimension of "job
knowledge and skill". The one agency that did not use this
dimension in its standard in-house evaluation form was asked
to include the "job knowledge and skills" category in rating
subjects and did so. Second, five of the seven agencies
used five-point scales in rating job-performance while one
used a three-point scale and the last used a seven-point
scale. The rating scales of these two agencies were expanded
or contracted to conform to the five-point scales used by
the majority of agencies. Third, one agency which employed
the five-point scale for six of the seven generic dimensions
used an essay response for the seventh dimension. Conversion

of these essay responses into a five-point score was employed
to make possible the inclusion of this data in inter-agency
comparison.

The sections that follow include: (1) the rationale
for using each agency's standard in-house evaluation form
rather than a uniform evaluation instrument for all agencies
prepared by the investigator; (2) the derivation of the
seven job performance evaluation dimensions; (3) confidence
ratings for comparability across agencies on each of the
seven generic rating scales; (4) the nature and development
of the five-point rating scales for each dimension;
(5) rating problems related to the varying item clusters
on each dimension of job performance rated on the different
agency forms; and (6) rating scales for essay responses
written by supervisors in elaborating nuances of each
subject's job performance.

The rationale for use of the in-house evaluation
form. The reasoning behind the use of the in-house evalua-
tion form reflects the premises on which this study is
based. Rather than taking an instrument developed by the
investigators, the project employed separate instruments,
each of which was standard in the individual agency. The
logic behind this choice is as follows: Because the thing
which the project wished to measure was the individual
graduate's performance within the real and present world of
work, an instrument should be employed which is indigenous

to the particular setting. The introduction of a measure other than the one used routinely by the agency would give the project information regarding how the graduate met project standards, but would not reflect his or her performance in terms of the criteria used by the agency for promotion, firing, and other indicators of success (or lack of it) on the job. What the project wanted to know is whether the gerontology program made a difference not to the acquisition of a credential, but in successful job performance as it was perceived by supervisors. A connection between supervisors' ratings and promotions, merit pay, etc., is assumed. (For individual agency rating scales see Appendix C).

At the same time, the project needed to be able to compare performance across agencies. Therefore, the staff examined all the different agency rating scales for commonalities and differences.

Derivation of the seven job performance evaluation dimensions. Agency rating scales were searched for commonalities and differences in order to derive the seven job performance evaluation dimensions. Certain generic elements were identified. It was apparent that all of the agencies had rated six dimensions of job performance. It also seemed clear that these six dimensions were important in the overall evaluation of performance by the agencies.

Generic descriptions of each of these six dimensions were developed, capturing the content of each agency's form.

The six generic elements were: a) quantity of work, b) quality of work, c) personal relationships, d) work habits, e) attitude toward supervision, and f) learning ability.

In addition to the six dimensions listed above, six out of the seven agencies used another criterion, "job knowledge and skills". To include this important element and to provide for comparability across agencies, a "job knowledge and skills" factor was appended to the agency rating scale which had lacked it.

The final list of generic elements thus included seven factors.

Several agencies rated more than the seven dimensions identified above. These "agency specific" dimensions are noted in Table 6.

Agreement among the agencies regarding the content of the seven generic dimensions was substantial.

A "generic description" of each dimension of job performance was reached by identifying the elements most common in the agencies' usage of the dimension. These generic descriptions are as follows: a) quantity of work: amount of work accomplished, b) quality of work: accuracy and thoroughness of work, c) personal relationships:

TABLE 6

ADDITIONAL DIMENSIONS OF JOB PERFORMANCE

Items Rated by Agencies Other Than

Seven Generic Dimensions

Agency A   initiative, personal appearance

                    safety practices

Agency B
Agency C   attitude, interest and initiative,

                    judgement, work under stress

Agency D
Agency E   health and physical condition

Agency F   none

Agency G   teaching skill, planning and organization

                    skills, judgement, persuasive ability,

                    health and energy, appearance

Agency H   dependability, organization

ability to relate to others in a courteous, cooperative, tactful and harmonious way; d) work habits: attendance, punctuality, dependability; e) learning ability: adaptability, ability to understand and follow instructions; f) attitude toward supervision: attitude toward constructive criticism, respect for chain of command; g) job knowledge and skills: basic skills and knowledge necessary to perform job.

Confidence ratings. Confidence ratings for comparability across agencies were developed. Examination of the way in which the agencies employed the terms describing job performance revealed some differences. For three dimensions, all seven agency descriptions agreed. In the remaining four, there were some differences between agencies' descriptions.

A confidence rating was issued, indicating the confidence felt by the project in using the agency dimension that most nearly approximated the generic description of that dimension.

The degrees of confidence are as follows: a) very confident: the agency description of this dimension virtually matched the generic description; b) somewhat confident: the agency description of this dimension is similar to but has distinct differences from the generic description; and c) not at all confident: the elements

which comprise the generic description of this dimension
are rated by the agency, but are embedded in another
dimension such that they cannot be separated from the
dimension in which they occur.

For three dimensions on which there was virtual
agreement on description in all seven agencies, there was
a uniform "very confident" rating: Quantity of work,
quality of work, and job knowledge and skills.

For the dimension of "personal relationships", the
rating was "very confident" for five of the seven agencies.
Differences were found in two agencies. In one (F), the
generic content was present, but "attendance" and
"adaptability" which are elements of the "work habits"
dimension were also included. Rating: Somewhat confident.

In a second agency (G), some of the generic content
was present (willingness to work with others) but elements
of "attitude toward work" and "spirit in accepting assign-
ments" were also included. Rating: somewhat confident.

For the dimension of "work habits", the rating was
"very confident" for four of seven agencies. Differences
were found in three agencies; in one (F) the "work habits"
dimension included some generic content (attendance) but
also included content from the "personal relationships"
dimension: "cooperativeness", "tact", "personal appearance".
and "dealings with the public", as well as other themes

of "interest" and "adaptability". "Schedule adherence"
content, appropriate to the "work habits" dimension was
found in the "productivity" dimension which was most
similar to the generic "quantity of work" dimension.
Rating: not at all confident.

In another agency (G), "work habits" dimension was
weakly represented in "goes ahead" and "self starter"
content found in an agency-specific "initiative" dimension.
Rating: not at all confident.

In a third agency, (D) the "work habits" dimension
included the appropriate generic content (punctuality and
attendance), but was weakened by the form in which it
occurred. The information was conveyed as an essay-type
addendum, rather than as a regular item. Rating: not at
all confident.

For the dimension "learning ability", the rating was
"very confident" in three out of seven agencies. The
dimension did not appear in one agency. Differences were
found in three agencies: The generic dimension content
includes the idea of the flexible application of knowledge
to new and changing situations, i.e. "adaptability". One
agency (D) limited the content to "retention of facts" and
"application" of these facts. Rating: somewhat confident.

A second agency (F) rated "adaptability" which is
appropriate to the "learning ability" dimension, but listed

it under another dimension (work habits) which also in-
cluded much "personal relationship" dimension content.
Rating: not at all confident.

A third agency (H) rated "adaptability" content,
appropriate to a "learning ability" dimension, but listed
it with an agency-specific dimension, "creativity".
Rating: not at all confident.

For the dimension "attitude toware supervision", the
rating was "very confident" in four out of seven agencies.
In two (B and C) which used virtually the same rating scale,
"attitude toward supervision" was weakly represented, with
"respect for chain of command" appearing in another agency-
specific dimension (attitude, interest and initiative)
with six or more other themes. Rating: not at all
confident.

Nature and development of the five-point rating
scale. Five point rating scales were in use or were
developed for each of the seven dimensions. A five-point
scale was the standard form found to be common to most
agency rating systems and was adopted for this study. Five
of the seven agencies had five-point scales as an integral
part of their scoring systems. Two agencies used somewhat
different forms. A third agency employed the five-point
scale but extended its use to only six of the seven dimens-
ions. Each of these situations required adaptation.

A five-point scale, typical of that used by most
agencies, included these steps:

unsatisfactory marginal satisfactory above average excellent

One agency (H) used a seven-point scale which re-
quired adaptation.

These steps constituted the agency's scale:

very poor poor average good very good excellent out-
standing

very poor; totally unacceptable

poor; below what is reasonably expected

average; acceptable level

good; acceptable + progress

very good; acceptable + excellent progress

excellent; consistently high level

outstanding; so superior that he/she stands out as one of a

few exceptional workers

In comparing the two scales, the terms "average--
acceptable level" and "satisfactory" appear to refer to like
levels of performance. The seven-point scale appears to
encompass extreme highs. Adjustment was made from seven
to five points by collapsing "good" and "very good" into
"good" (a four rating) and "excellent" and "outstanding"
into "outstanding" (a five rating). This modification
allowed for inter-agency comparison. As this change may,
however, have resulted in some distortion and loss of in-
formation, the seven-point scale was also used in comparing

the ratings of the subjects within the agency. These data
are listed separately (see Table 7).

One agency (F) used a three-point scale which re-
quired adaptation. These steps constituted the agency's
scale:

Unsatisfactory	Conditional	Satisfactory
employee fails to	below standard,	employee meets
meet agency standards	improving and	performance
	potentially	standards
	acceptable	

In comparing this three-point scale with the model
five-point scale, the three-point scale appears to address
only the lower part of the range encompassed by the model
scale. The three-point scale ranges from unsatisfactory
to satisfactory, while the five-point scale ranges un-
satisfactory to excellent. In order to make information
from this agency comparable to information from other
agencies, conversion to a scale with a broader range seemed
necessary. This conversion was both possible and justifiable.
Information enabling ratings above "satisfactory" was
available from another source. The supervisor's "comments"
section gave additional information. The project engaged
the services of an impartial judge to rate these data in
accord with a full five-point scale. Guidance for the judge
as to how to make an appropriate selection of a numerical

Table 7

Numerical Scores on All Dimensions - UMA and Control Subjects

5 = excellent
1 = unsatisfactory

Agency Code:	A		B		C		D		E		F		G		H			
Subject:	UMA	Con.	UMA	Con.	UMA	Con.	UMA	Con.	UMA	Con.	UMA	Con.	UMA	Con.	UMA 5pt	UMA 7pt	Con. 5pt	Con. 7pt
Dimension																		
Quantity of work t=2.365 p=<.05	4	4	4	4	2	4	4	4	3	4	3	4	3	3	3	3	3	5
Quality of work t=.5516 p=>.05	4	4	5	4	4	4	4	4	3	4	4	5	3	3	4	4	4	5
Personal Relationships t=0 p>.05	5	4	4	5	5	4	3	3	3	3	4a	5a	4	4	4	5	4	5
Work habits t=1.527 p>.05	5	5	4	4	4	4	3a	3a	3a	2a	4a	4a	4	3	4	4	4	5
Learning Ability t=.7947 p>.05	4	5	4	4	2	4	3	3	3	3	4	4	b	b	4	4	4	5
Attitude toward Supervision t=.7947 p>.05	5	4	4	4	4	5	4	4	4	4	b	b	4	4	3	3	5	6
Job Knowledge & Skills t=1.000 p>.05	4	4	4	3	3	4	4	4	4	5	4a	4a	4	4	3	3	5	5
Total score 7 dimensions	31	30	29	28	24	29	25	25	23	25	23	25	22c	21c	25	26	29	36
Mean; 7 dimensions	4.4	4.3	4.1	4.0	3.4	4.1	3.6	3.6	3.3	3.6	3.8c	4.2c	3.7	3.5	3.6	3.7	4.1	5.1
Total score Addit. dimens.	13	12	11	10	10	9	3c	3c	3c	3c	0	0	20	21	8	8	9	11
Total score All dimens.	44	42	40	38	34	38	28	28	26	28	23	25	42	42	33	34	38	47
Mean; All dimens.	4.4	4.2	4.0	3.8	3.8	4.2	3.5	3.5	3.3	3.5	3.3a	3.6a	3.5	3.5	3.7	3.7	4.2	5.2

a See explanation in Rating Scale Variations; b not rated; c base of 6 items

rating was provided through a fortunate accicent. Although the agency form included a "job knowledge and skills" section as an integral part of the scale, the agency had been sent an extra copy of the "add-on" "job knowledge and skills" rating item as a part of the information packet sent to all agencies. The supervisor had rated the five-point "job knowledge and skills" factor, and had included additional comments which gave an indication of what descriptive words would be comparable to a particular numerical rating on the five-point scale. This information was used by the judge as guide in using the descriptive material in "comments" section of dimensions other than "job knowledge and skill". A numerical rating on a five-point scale was thus derived for each of the other six dimensions.

In a third agency (D), the five-point scale was not used for rating the "work habits" dimension. Rather, the "work habits" dimension was addressed through the evaluation of "absences and punctuality" in the form of a fill-in comment section, rather than a one-to-five rating. In order to make this information comparable to the quantitative information from other agencies, the comments were trans-lated and rated on a five point scale derived from the terminology used by the rater. The steps are as follows:

serious   a problem   no problem   fine   extremely fine

problem   noted   noted   record   record

noted   not serious

        This scale makes possible inter-agency comparison.
Because of the possible distortion of data which this
procedure may represent, the dimension "work habits" is
given a rating of "not at all confident" in this agency's
scores.

        <u>Rating problems related to varying item clusters</u>.
Rating problems developed, relating to the varying item
clusters which constituted the descriptions of dimensions
of job performances which were used by the various agencies.
The identification and scoring of individual generic
dimensions as defined by the project was hampered by the
practice of some agencies grouping together into clusters
various items from different generic dimensions' descriptions.
Locating a single generic dimension such as "attitude
toward supervision" or "personal relationships" was made
more difficult in a number of situations by the grouping of
the dimension or the content items of the dimension with
other items not appropriate to the generic dimension. For
example, locating "attitude toward supervision" was made
difficult in one agency when its content item "respect for
chain of command" was grouped in an item cluster including
"attitude, interest and initiative". The clustering of

weakly-related items (using our generic description as a
criterion for "relatedness") created problems in identifica-
tion and scoring of dimensions. Lack of confidence in the
"buried" dimensions was reflected in confidence ratings.

The seven dimensions employed in this study encompass
the bulk of the information conveyed through the agency's
job performance ratings. Some additional dimensions were
measured by most agencies, however (see Table 6). Scores
on these dimensions were listed both separately from the
scores on the seven generic dimensions, and as part of a
composite score (see Table 7). This added information is
useful in two ways. First, it yields more information
useful in a fuller comparison between workers in the same
agency, and second, it suggests areas of worker performance
which might be included in further study. The dimensions
of "initiative", "judgement" and "planning and organization"
appear in several scales, and are noticeably absent in
others. These might be employed in further research.
These additional data are not, however, useable in the
statistical measures of the significance of difference
scores. As the material is not applicable to all agencies,
the evidence is anecdotal and open only to conjectural
considerations.

Essay responses. Rating scales were developed for
essay responses to incorporate the nuances of supervisors'

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judgements which were lost in the "forced-choice" inherent in five-point ratings of generic elements. As noted earlier, supervisors' evaluation of subjects were not confined to a numerical rating on a five-point scale. Space was provided on every agency form for supporting or supplemental comments. Supervisors responded by writing our additional evaluative remarks. To rate these essay responses, three judges were selected and trained. Ratings which were differently scored by the two judges in the first round were resolved by a final rating by a third judge. Responses were reviewed and rated in terms of the degree and direction of qualitative difference between graduate and control on each dimension, if any. Three categories were established to express degree of difference: a) virtually the same, b) slightly different, and c) distinctly different. Examples reflecting degrees of difference between performance on individual content items are as follows:

<u>virtually the same</u>

Subject A

able to organize self well so that deadlines are met--maintains good medical records

Subject B

organizes self well--has devised own system of meeting varied job re-sponsibilities--able to be productive within time constraints

<u>slightly different</u>

Subject A	Subject B
follows through with	follows instructions
suggestions and in-	and guidelines quite
structions very well	well

(Subject A sightly better than Subject B)

<u>distinctly different</u>

Subject A	Subject B
Work assignments com-	Proven her reliability
pleted on time;	in getting tasks accurately
attitude of nonchalance	completed with no reminders;
toward responsibilities	has represented agency to
	our credit at training
	sessions

Consideration was given to three factors in the ratings of supervisors' comments. First, comments which were related to specific content items were compared and rated. Second, comments appearing in a "general comments" or "overall evaluation" section were compared. Third, the lack of comment or the presence of extended commentary was considered. Giving consideration to the total picture yielded by the above observations, the judges issued a "global" rating, indicating the degrees and direction of difference between the graduates and controls. A global rating was

made because the nature, length, and specificity of comments varied a great deal among cases.

Findings

Results of the comparison between job performance of graduates with that of controls are reported in two forms: (1) numerical ratings of performance and (2) global ratings of essay responses.

The numerical scores resulting from ratings of performance on the seven generic performance dimensions are presented in Table 7. Ratings were made on five-point scales for each dimension.

First, the overall performance of graduates across all agencies and performance dimensions was compared to that of controls by summing the scores on all seven performance dimensions and computing mean performance scores across all agencies for graduates and controls separately. A t-test indicated no difference in overall performance between graduates and controls.

Second, the rated performance of graduates and controls was compared on each of the seven separate dimensions. There were no differences between graduates and controls on six of the seven dimensions. The difference in scores on one dimension, "quantity of work", reached significance (t = 2.36, p <.05); controls were rated as

producing more work than graduates. Seven of the eight controls, but only three of the graduates, received "above average" ratings on "quantity of work".

Ratings of supervisors' essay responses resulted in global assessments of overall performance differences between each graduate-control pair. Within each pair, essay responses were rated as showing no difference, a slight difference, or a distinctive difference in overall performance. In no case was a graduate rated as performing better than his/her control, as shown in Table 8.

Ratings of the essay responses provided somewhat different information from that contained in the numerical performance ratings. The essay responses indicated somewhat more negative evaluations of the graduates, compared to the controls, than did the numerical ratings.

TABLE 8

Ratings of Supervisors' Essay Responses

Case

A	control somewhat better than graduate
B	control somewhat better than graduate
C	control distinctly better than graduate
D	control equal to graduate
E	control distinctly better than graduate
F	control somewhat better than graduate
G	control equal to graduate
H	control distinctly better than graduate

Discussion

One rationale of university-based training programs in gerontology is that the training they provide will improve the quality of service to elders in agencies staffed by gerontology program graduates. The assumption has been that elder service personnel trained in gerontology will, other things being equal, provide better service than those hired without formal training in gerontology. There are, of course, many possible measures of "quality of service". The measures of quality of service used in the present study constitute standard evaluations of employee job performance on seven separate dimensions made by agency supervisory personnel after the first four months of employment.

The findings of this study indicate few performance differences between eight graduates of an undergraduate gerontology program and a group of controls without specialized training in gerontology. The differences that did appear are unfavorable to those trained in gerontology--as a group, they were evaluated by their supervisors as turning out a smaller quantity of work, and the essay responses indicated slightly poorer overall performance for graduates, contrasted to the numerical ratings. Possibly the most tenable interpretation of the essay responses is that even when a supervisor assigned the same numerical rating to both graduate and control, the control was likely to be seen

as performing closer to the top of the rating than was the graduate. The essay responses, in short, tend to reflect very minor differences in performance compared to those reflected in the numerical ratings.

Nevertheless, gerontology graduates did <u>not</u> perform better than matched controls. The political implications of these findings are potentially explosive. It might, for example, be concluded that specialized training is a waste of time and money, since agencies can hire untrained applicants who will perform as well or better than those with specialized training. Such a conclusion would be premature, given the many design problems of this study.

Problems in design, including subject selection, sample size, selection of controls, choice of measurement tool, and the reporting styles of supervisors will be examined in turn.

Design of the Study

Methodological difficulties abound in attempts to carry out well-controlled field research. Relevance may be a trade-off for design flaws. This study is no exception.

Ideal experimental design stipulates that we would choose pairs of university freshmen matched on character- istics potentially relevant to job performance following graduate and compel half of them to enter and complete the gerontology program, while the other half pursued some other

course of study. Such a procedure would maximize the
likelihood that graduates and controls did not differ in
ways relevant to job performance before the former were
trained in aging. This procedure was, of course, not
feasible. Subject variation might have been handled another
way, by establishing a base-rate of competence through
administration of a pre-test at the outset of undergraduate
training to graduates and controls. The controls, however,
were not available to us. Further, the students who entered
the gerontology program selected themselves. All who
applied to the program were accepted; students varied in
qualities potentially relevant to job performance and
success. The control subjects, however, were screened
through two selection processes beyond our control: first,
the selection processes (if any) applicable in their
individual undergraduate programs; and second, the selection
inherent in being hired by the agency.

Recent research suggests that the point of hiring
may be an important selection event which may differentially
affect the gerontology and non-gerontology subjects.
Gerontology graduates have a much higher success rate in
getting jobs in their field than psychology, sociology and
social work students have in getting ANY professional job,
much less a job in their fields. For this reason, it may be
justifiable to conjecture that the control subjects were, on

entry to their jobs, more highly qualified in ways relevant
to job performance that were the graduates. Possibly, in
order to get the job, behavioral science students who
graduated with a degree in some field other than gerontology
had to be better than the gerontology graduates in ways
relevant to job performance. Daniel Heckler and Anne Kahl,
Bureau of Labor Statistics representatives, reported on the
relatively high proportion of B.A. gerontology graduates who
found jobs in aging compared to the success of other
baccalaureate majors (Heckler, 1982, Kahl, 1982). Several
studies conducted in 1977 and 1978 are cited, reflecting very
high (80 to 90 plus percent) placement rates for gerontology
bachelor's degrees as compared to psychology, sociology and
social work graduates. "Much lower placement rates were
reported. . . (for these fields). The year after graduation,
only about 50% of the graduates in these fields who were
working held professional positions of any kind. The
proportion who held jobs closely related to their major was
even smaller" (Kahl, p. 3).

One interpretation of these facts and observations
might be as follows: The UMA program accepted students who
varied in qualities potentially relevant to job performance,
as defined by the agency evaluation measure. The UMA
Project then proceeded to prepare these students with
gerontological knowledge and skills, and only secondarily

attempted to modify work habits relevant to job performance as defined by the agency. Among the criteria utilized in hiring new employees, agencies may have considered two kinds of qualities, both specialized gerontological background knowledge and demonstrated job performance ability. The graduates may have fulfilled one of the hiring criteria, specialized gerontological background knowledge, but may have exhibited less of the other, or job performance ability. The controls, on the other hand, lacking specialized background knowledge in gerontology may have met the other criterion, job performance ability. Further, the job performance ability may necessarily have exceeded that of the gerontology graduates, on the average, for the control to be hired. It is not surprising, then, to discover that after four months on the job, the non-gerontology majors performed better than the gerontology majors on the agency job performance evaluations, which are so heavily weighted with generic job performance qualities.

The general job performance skills that the controls brought with them to the employment interview stayed with them, to be later reflected in agency evaluations. The suspicions of the judges evaluating the supervisors' essay responses may have been more accurate than was realized. The controls seemed to be "paragons of virtue". Possibly they really were.

Sample Size

Although nearly the total population of the intern group was studied, the group was small. The sample size of eight was less than optimal.

Selection of Controls

Given the complexities of the field situation, the selection of appropriate controls was difficult, and a number of compromises had to be made. In one case, a match had to be found outside the graduate's agency; in another, education and age controls were stretched somewhat. A full review of this appears on the discussion of sample in the Methodology section.

The Measurement Tool

What was really measured? The numerical rating results indicate that, overall, the difference in the experience of a person who prepared in the UMA gerontology program as compared with that of a person who prepared in another social sciences/human services program either did not lead to markedly different behaviors, did not show an effect because of lack of control of extraneous factors, or did not lead to behaviors which are markedly different as reflected in the typical agency employee evaluation forms. As noted, the graduates were rated as producing slightly less quantity of work than the controls. No other differences were found to be significant.

An examination of the curricula for the two different classes of programs would undoubtably reveal that gerontology majors who have successfully completed their programs have a deeper understanding of aging than non-gerontology majors with comparable backgrounds. For this reason, we may eliminate the first of the above-stated possibilities. Certainly the different program experience produces a difference in behavior as might be exhibited on a test of facts about aging. Another possible explanation may be that the control of extraneous factors was not achieved through the matched pair design. The difficulties in accounting for a multiplicity of variables impinging on "product measures" is discussed by Soar (1976). Similar problems may have influenced this study of "process" variables. The reader is referred to the discussion of research models in the Literaure Review for a more complete examination of this issue. Accepting, for the moment, the assumption that the design is adequate, a third possibility may be explored. The third possibility may be that the difference in background has not led to a marked difference in behavior which is differentially reflected in the typical agency employee evaluation forms.

The nature of agency evaluation forms and some of the conditions leading to this design may be examined. As noted in an earlier paper (Whiaker and Turner, 1982) what is

measured by the agency forms used in this study is equally
applicable to most or all of the employees of the organiza-
tion. Examination of the rating scale draws attention to
the primacy of generic "functional" dimensions over
specifically "gerontological" knowledge dimensions. This
form, utilized to evaluate direct-service workers assessing,
counseling and providing services for a predominately elderly
population uses dimensions which could apply as well to
child-care workers, or, for that matter, building custodians
or data analysts. Quantity and quality of work, personal
relationships, work habits, learning ability and attitudes
toward supervision are measured. Although a "job knowledge
and skills" dimension is included, supporting comments
indicate that absence of gerontological knowledge is not
decried, although the presence of it is occasionally noted
with approval. More frequently, knowledge of regulations
are of concern.

There are a number of considerations which may under-
lie the practice of using generic evaluation forms, among
them practicality, pressures from funding sources, and the
inertia of tradition. Rating scales such as those employed
here are in a sense practical because they permit compari-
sons of all workers within an agency, rather than just those
within a department. Such scales reflect gross miscarriages
of work responsibility (quantity, quality, accuracy of work

and attendance, punctuality, etc.) which may serve as ready
sources of evidence for dismissal purposes, and minimal
standards for approval between a probationary period and
permanent status. Pressures from funding sources may be
an issue. When agencies rely heavily on public or other
large institutional sources for funding, a standard evalua-
tion form determined by these sources may be required. Even
when the sources may be private and not require the kind of
evaluation information this form provides, the presence of
these generic forms creates an influence in the field which
promotes this as a model. Tradition may also be an influence.
Formal evaluation systems, rooted in a standardization based
on employee ratings collected over the years, have great
inertia.

In citing the factors noted above, there is an
underlying assumption that agency staff use these generic
forms despite their better judgement. . . that somewhat
situational pressures are such that supervisors stick with
these "inadequate" tools. This may be quite incorrect.
There may be reasons why this kind of evaluation is preferred
over one stressing gerontological content. A number of
factors deserve examination, including background of the
staff, work pressure, and genuine preference for generic
forms on the part of administrators. Administrative personnel
in aging service agencies may themselves come from fields

of specialization other than gerontology and thus are less
likely to include specific gerontological content in
evaluation forms. Another reason may be that functional
issues such as getting the work done to keep the ship afloat
in overburdened social service agencies may overshadow the
refinements emanating from deeper understanding of geron-
tological considerations. Lastly, the generic form may be
seen as the most useful tool. An interview with a highly
qualified social services administrator introduced the
notion that this kind of form may be preferred by some over
a more detailed, content-specific form. Christine Pederson's
aging services experience included the recent (1981) design
and implementation of the registration of non-personal
care boarding homes serving elderly and others in the
Commonwealth of Pennsylvania. She noted that this kind of
generic form might be preferred for two reasons: First,
it evaluated general work-effectiveness characteristics,
which many administrators value the most highly. It is
thought that the specific information on aging can be taught
after the hiring is done, but work habits are hard to change.
Second, the looseness of this form enables the hiring
administrator greater latitude in selecting an effective
person. Similarly, less strict job descriptions create
possibility for hiring latitude, enabling the agency to take
on someone with great potential and fine general ability, to

train them later with additional specialty skills.

The question of validity may be asked at this point--does this measure what we want to measure? Gerontologists might be quick to say no. . . that the evaluation form lacks content validity, because it fails to tap knowledge and behaviors which are specifically geared to facilitate work with the aged. But agency administrators might say yes. . . that the behaviors tapped by this measure are the significant behaviors in evaluating employees, including those working with the aging. If, in fact, scores on such scales correlate with firing, merit increases and promotions, the measure has predictive validity. . . that is, it tells us roughly who is and will be continued in their positions. . . a "bottom line" test of who has performed successfully. According to Pederson, such evaluation forms are essential to work-success and firing/continuance decisions in the public sector and other areas where unions represent the worker. A history of low scores is necessary to support an action to fire or "furlough" a worker. The agency supervisor's position here is the definitive one. These generic, "functional" evaluation measures are valid for the purposes stated. . . to assess work-world success.

Whether these measures fall far short in terms of meeting criteria which might be set by program planners who have a wider vision or by the consumer (i.e. the client) are

topics addressed elsewhere in detail. In the first half of this dissertation, an extensive enumeration is made of criteria set by experts in gerontology for the preparation of people to work in aging generally, and in certain specific professional areas within aging. The scope is certainly far wider than that encompassed in the agency evaluations utilized in this study.

The issue of product measure, as opposed to process measure, is given much attention in earlier sections as well. The Literature Review includes a discussion of the views of Stank, Soar, Medley, King and Jackson concerning this issue. The position of those who object to reliance on credentials and process measures may be roughly summarized here: for a number of reasons, the ultimate "product", that is, the change brought about in the recipient of service, the client, is consistently under-assessed. The process originally instituted to assure the consumer of a good product--to create a shorthand by way of a credential of competence-- has now moved far distant from listening to the original source of judgement, the consumer. Interest is now focussed on intermediate processes or behaviors. And many question whether the consumer is well-served by this shift in emphasis.

Evaluation-reporting styles of supervisors

An outstanding feature of the results lies in the different pictures given of work performance by the numerical ratings and the essay ratings. Numerical scores show no significant difference between graduates and controls, with the exception of the quantity of work dimension, in which there is significance ($\underline{t}$=2.36). Controls produced a greater quantity of work than graduates. The essay responses show a different profile. In no case was a graduate rated as performing better than his/her control. The essay responses indicated slightly poorer overall performance for graduates, contrasted with the numerical ratings. This discrepancy leads to a question: what was the supervisor's purpose in recording the essay remarks?

Guessing the intention of the supervisors is, of course, risky business. The disparity in ratings stimulates some thought, however, as to whether the essay ratings were seen as <u>evaluation</u>, or, at least to some extent, as <u>counseling guides</u>. The supervisors may have seen this commentary bs an opportunity to draw attention to areas needing development and not only as a normative judgement. Some of the language used in these essay remarks suggest that this conclusion may be valid, to some extent. For example, comments included "knowledge of the paperwork involved must be improved", "be careful not to interrupt or

intrude", "more knowledge of family dynamics needed", "needs more experience", and "needs-assessment requires more development". The bulk of other comments are, however, evaluative in nature, reflecting a fineness in distinctions which was not possible to indicate with the numerical ratings.

In terms of reaching an overall evaluation, it seems unreasonable to give equal weight to the numerical ratings and to the essay ratings. Numerical ratings are generally accepted as the official evidence needed for major personnel decisions. If the supervisors felt their judgements as reflected in the essay responses were of a level to influence such personnel actions, their ratings on the numerical scale might very well have matched the essay responses. To the contrary; there is slight but consistent discrepancy between the results of the different types of evaluation. Possibly the most useful approach would be to accept each kind of rating on its own merits, to take counsel from the fine-tuned criticism available in the essay ratings, and to respond to the numerical evaluation as the most valid reflection of supervisor evaluation intended for "public" use.

To conclude: all subjects, graduates and controls, were rated as performing satisfactorily on the job. They were continued in their positions in the agency following a

probationary period of four months. Little significant
difference was seen in the job performance of graduates and
controls on measures typically used for job-actions by
supervisory personnel. Controls were seen as producing more
work than graduates. Additional information provided
through essay responses indicated that controls were seen as
better workers, to some degree, than graduates. The form
of this information is seen as having a counseling-guidance
function as well as an evaluative function, possibly
accounting to some degree for the discrepancy between ratings
in the numerical and essay forms. Factors which may be
helpful in understanding the outcome include subject selec-
tion difficulties. Controls very possibly exhibited
stronger general work ability on hiring than graduates,
who had specialty knowledge which acted to facilitate their
entry, but not their job performance as evaluated by standard
generic agency evaluation forms.

Implications for further study

This study raises the age old question of the
relationship between education and training.

In terms of next steps in research, how can we
proceed such that we can incorporate the objectives of
higher education while also incorporating the standards
indigenous to current agency practice?

A dual definition of what is meant by successful job

performance might be a useful part of a new design.
Successful job performance as rated by generic agency forms
might be used as a base measure, followed by additional
studies which utilize other criteria. Supervisory personnel
with sophistication regarding issues in aging would be
needed to define measurable criteria which would reflect
improved service based on gerontological knowledge, as
opposed to general human services knowledge. Possible areas
might be: interview style in which understanding of the
decrements of aging might be reflected; case analysis,
indicating comprehension of the developmental issues in
aging; or patient description, reflecting grasp of sensory,
motoric and health issues in aging.

Subject selection will continue to be a difficult
issue in further research efforts. If the gerontology
credential gives the program graduate the edge in getting
a job, but does not weigh in the evaluation criteria, the
controls will continue to be more capable and better de-
veloped in general work-related strengths. Thus, a built-
in barrier may exist for getting appropriate controls for
gerontology graduates. Work on an improved design, possibly
one including a pre-test on job performance abilities,
needs to be accomplished through the cooperative effort of
gerontology and non-gerontology baccalaureate programs.

As is so often the case, theory development, research

and program design in gerontology are far ahead of im-
plementation in practice. Closing the gap is very difficult.
Studies such as the one reported here are pilot efforts in
that direction, and in this case, has produced a greater
awareness of design problems. . . substantive answers are
still to be found.

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Appendix A

Documents Related to
Course Content

Table II-4. Definitions of Career Clusters.

Career Cluster	Definition	Examples
Biomedical (A)	Professional activities involve direct contact with or have direct impact upon the older person. The main foci of activity or inquiry are biological concomitants of aging and their effects on health and/or physical functioning.	dieticians nurses physicians speech therapists
Psychosocial (B)	Professional activities involve direct contact with or have direct impact upon the older person. The main foci of activity or inquiry are psychological characteristics, economic and familial situations, and the effects of these on the well-being of older persons.	legal advisers psychiatrists retirement planners social workers
Socioeconomic Environment (C)	Professional activities have their direct impact upon things in the older person's psyco-social environment. (Interaction with the older person is typically mediated by a third party; when contact is direct, older persons are usually anonymous members of a target group or study population.) The main foci of activity or inquiry are social, economic, and cultural phenomena in the community or society and the effects of these on older persons.	administrators educators legislators social workers sociologists
Physical Environment (D)	Professional activities have their direct impact upon things in the older person's physical environment. (Interaction with the older person is typically mediated by a third party; when contact is direct, older persons are usually anonymous members of a target group or study population.) The main foci of activity or inquiry are physical (natural and manufactured) phenomena and the effects of these on older persons.	architects pollution controllers safety engineers transportation planners

Table II-5. Summary of Delphi Questionnaires.

Question (paraphrased)	Form of Response	Round(s) in Which Asked
(1) Is there a common core of information needed by all who work in the field of aging?	• Agreement/disagreement • Comments	One, Two One, Two
(2) (If yes to #1) What should be included in the core?	• Specific topics & skills mentioned by panelists • Ratings of essentiality ("Yes" or "No")	One Two, Three
3) What information is needed by persons who work in each of four gerontological career clusters? A — Biomedical B — Psychosocial C — Socioeconomic environment D — Physical environment	• Ratings of essentiality ("Yes" or "No") for core topics & skills selected by panelists knowledgeable about each cluster	Two, Three
(4) What gerontological information is needed by: clinical psychologists? nurses? nutritionists? social workers?	• Specific topics & skills generated (a) by panelists who are members of the profession asked about, and (b) by other panelists • Ratings of "essential" or "not essential"	One Two, Three
(5) Should a field placement be required?	• Agreement/disagreement • Comments	One, Two, Three One, Two, Three
(6) What are the characteristics of a good field placement?	• Characteristics mentioned by panelists • Ratings of importance	One Two, Three
(7) What literature should be familiar to gerontology students?	• "Essential" books and articles (a) in respondent's own field, and (b) in other fields	One
(8) Descriptive information on respondent panel.	• Panelist's profession or discipline, work setting, professional functions, gerontology teaching experience, areas of special expertise, etc.	One

Gerontology Planning Proj.-Flyer for Multidisciplinary Curricula in Aging

Multidisciplinary Curricula in Aging

The Human Development area within the Human Services/Applied Behavioral Sciences Division of the School of Education offers a Major in Human Development with Concentration in Gerontology, career counseling, internships and practice, and individual courses in aging.

What is Gerontology?

Gerontology is the study of aging, from biological, physiological, social, and psychological points of view. Related studies include political, economic, and health aspects of aging.

Why Study Gerontology?

Understanding the aging process and creating effective services for the elderly in this culture are both in early stages of development. Discovering the keys to prolonging and improving the quality of life—from genetics to social support systems—are goals which we hope to reach in our lifetimes.

It is important to move gerontological studies forward now; the very fabric of future society depends upon it. There will be many more aged people living, in relation to the number of young and middle-aged people. In the next few decades. Now, 10% of the total population are over 65. This percentage may reach 16%, a 60% increase, by early in the next century. This will have wide repercussions in all our lives, including a marked influence upon what jobs are available to college students.

The Major in Human Development with Concentration in Gerontology is an interdisciplinary concentration of study designed to prepare students to pursue careers which will benefit the lives of older persons.

Major in Human Development with Concentration in Gerontology

Students who fulfill the requirements of the Major in Human Development with Concentration in Gerontology receive a B.S. degree. Requirements for the major include University core requirements and a Social Science base. The gerontology concentration includes 30 credits, at least 18 of which must be in course work, exclusive of internship credits. A 12 credit supervised internship is required of all students.

University Core and Social Science Base Requirements

Foreign language basic proficiency
2 Rhetoric courses (100 and 200 level)
3 Humanities courses
4 Natural Science courses
Required: Introductory Zoology
5 Social Sciences courses
Required:
Introductory Psychology
Introductory Sociology
Cultural Anthropology
Abnormal Psychology
Elective Sociology course

Gerontology Concentration Course Requirements

Theories of Human Development
Human Development in Adulthood (or)
Psychology of Middle and Old Age
Biological Aspects of Aging
Community Services and the Aging
Sociology of Aging
Theories of Interviewing and Counseling
(or)
Research Methods in Human Development

Other age-related courses included in the concentration, but not required, are:
Human Development through the Life Cycle
Child Development
Human Development in Adolescence and Young Adulthood
Human Experience and Loss
Death and Dying Education
Communication Disorders Associated with Aging
Seminar — Topics in Aging

Interdisciplinary Electives

The study of gerontology is multi-disciplinary. Students who wish to focus their undergraduate studies in related fields may select an elective supplement from a wide range of courses offered in related departments, such as:

Communication Disorders
Nutrition
Leisure Services
Exercise Science
Community Services
Anthropology
Sociology
Psychology
Education
Political Science
Nursing
Public Health

What Are Future Job Possibilities?

Demand is increasing for newly trained personnel in all gerontological areas, from basic research through service delivery. Private industry will require personnel sophisticated in creating, producing, and delivering products to an aging population. People create jobs — and the future trend is for

APPENDIX B

Documents Related to
Field Placement Evaluation

Part I

Materials Used During Internship

Part II

Evaluation Questionnaire Data

Part III
Ways to Ensure Desired Field Placement Characteristics

Part I - Materials Used During

Internship

Intern Information Session

Gerontology Planning
Project - Mills So, 353
545-0134

STEPS IN THE INTERN PROCESS

Initial interview with Gerontology Planning Project Staff member.

Information session with current volunteers and staff.

Accompanied site visit to agency for further information

Application process
    preparation of resume'
    writing of cover letter
        why you wish to work at the agency
        what you wish to do
        general statement of qualifications
        statement of specific career interest, if defined

    request for interview (may be part of letter)
    development of enclosures (term papers, former work)

Placement
    notification of acceptances by agency and student

Development of Contract - student, agency, university
    The purpose of a contract is to help you clarify why you are going,
    what you plan to learn, and how you plan to do this. It is an agreement
    concerning the roles you, the agency and the University (GPP) play in this
    process. It is re-negotiable at any time. Our observation is that it
    not only clarifies goals and responsibilities, but gives a seriousness
    of purpose which helps all three parties move towards the provision of
    a worthwhile experience.
    Student: goals and objectives
              specific responsibilities on the site
              committment to a final paper
              evaluation of internship: student, agency and University roles

    Agency: Specific responsibilities
              Orientation
              Supervision
              Maintainance of contact with University
              Wrap-up session
              Evaluation of internship: student, agency and University roles.

    University: Specific responsibilities
              development of three way contract
              supervision of student
                2-week followup
                monthly supervisory sessions (minimal)
              maintenance of contact with agency on monthly basis
              wrap-up session
              evaluation

Agency Description (sample)

(413) 774-2994)

Franklin County Home Care Corporation
Area Agency on Aging
Turners Falls

Confidential File

Source of Information
Phone contacts and meetings
at Turners Falls with M. Keane,
A. Lehtonen, April, May, June,
1979 and printed material from
the agency

The Franklin County Home Care Corp. is a private, non-profit corporation which develops and coordinates a range of services to support the independent living of elders in Franklin County plus the towns of Athol, Petersham, Philipston and Royalston in Worcester County.

The major goals of the agency are to help older people remain in their homes as long as possible, with independence and dignity. In service of this objective, the agency plans and monitors services for the elderly, funds local projects, coordinates existing services, develops new programs when needed and possible, and acts as an advocate for elders with other agencies.

Major services provided: The Home Care unit delivers services TO THE HOME including: Casework to assess needs and plan service programs; Homemaker service to help with daily tasks, chore service to assist with heavy housework, relocation service to assist in finding more suitable housing; fuel assistance to elders in crisis, widow support group to facilitate mutual self-help.

The Nutrition Unit provides hot low cost lunches to people 60 and over at 13 centers in the service area. This service includes special diets, companionship, health and recreational activities around mealtimes, home-delivered meals (meals on wheels) for shut-ins, and discount cards which are distributed through the meal centers.

Other services include transportation, friendly visitors, senior aides (part-time jobs for people 55 plus), information and referral (brief phone assessment and referral) (See appended Services Chart and Flyer).

This is a highly structured comprehensive agency with an energetic staff bent upon expansion of services and territory. They have doubled their services within the last two years. There is a high degree of professionality in terms of objectives, training techniques and service delivery. The staff varies in the degree of professional training, of course, with the Cas Managers ranging, for example from elders without B.A. degrees to younger people with B.A. degrees and some training in aging. Andrea Lehtonen is the product of the Boston University School of Social Work Middle Management, with speciality in Gerontology, plus an Internship for two semesters at the Boston University Gerontology Center. She serves a Client Services Supervisor. Next in line in the Services area is the Case Work Supervisor, a recent Smith School of Social Work graduate (in mid-life). Overseeing the entire effort is energetic Margaret (Peggy) Keane, who lacks specific gerontological training, but is an effective administrator and largely responsible for the growth of this agency. (See appended Table of Organization)

-2-

Reflecting the professionality of the undertaking are the clearly delineated definition of roles and training endeavors. (See Job Description of Case Manager, Home Care Services Procedures, and Home Care Unit Training Program)

In-service training is apparently extensive and mandatory. Underlying all is a well-articulated definition and philosophy of Home Care. (See appended Basic Definition)

Internship Possibilities:

This agency is eager to do an excellent job in internship supervision with well-qualified applicants. A greater degree of professionality and organization is demanded of applicants here than at other centers in the area. A. Lehtonen is ready to work with fine material, but is not able to give supervision time to anything short of the most prepared. Limited supervision in administrative efforts will be available from M. Keane.

Opportunities in administrative areas include: Working up the agency statistics, looking for trends, forming profiles, etc.

Opportunities in direct service are great:

Case aides, assistant meal site managers, assistant support services coordinator

Information and referral services in central and branch offices.

A particularly interesting direct service endeavor is in the most rural Charlemont area, in which one would work in the Medical Center, in contact with other professional staff, (such as physicians and social workers), in developing services for this old-old-frail and underserved population.

This is an excellent opportunity for training. We want to take advantage of this by providing the best candidates so as to maintain an appropriate return for their excellence of supervision.

WELCOME TO YOUR INTERNSHIP IN GERONTOLOGY . . . .

This is the first of a weekly series of meetings which will be giving information, support, and training throughout the semester.

You have all had a brief introduction to your agency this week, and have completed, or will be completing, details of your individual contracts with your agency and your GIP representative, Nancy Maklan or Suzanne Whitaker.

This afternoon, we would like to make clear the various aspects of the course: learning objectives and the evaluation criteria for these objectives, methods of keeping track of your experience, schedules, and elements of your grade.

Learning Objectives: Competencies

The program for the internship student is "competency-based". That is, your experience is planned in a way to enable you to acquire certain skills, or competencies, which we have determined to be central to the role of the entry-level worker in your type of agency. Your performance in the course is evaluated in large part in terms of your demonstration of the acquisition of these competencies. Evaluation will be discussed as we review each competency.

The student is expected to acquire the competencies listed for his/her type of agency. Home care workers, nursing home group workers, senior center workers and geriatric rehabilitation workers are the four groups for whom we have developed a list of competencies at this time. Some of the competencies appear in the list for several types of agencies. Some appear in only a few. You are expected to be responsible for those competencies appropriate to YOUR agency, although, for discussion purposes today, we will review all of the competencies.

LISTS OF COMPETENCIES - EVALUATION CRITERIA IN DEMONSTRATION OF COMPETENCY
PLEASE REFER LISTS OF COMPETENCIES ON SEPARATE SHEET.

Methods of keeping track of your experience

Supervision

Individual supervision will be offered by both agency and University staff. Your contract specifies the time allotted for your agency supervision. This usually involves one hour of 'sit down' supervision a week. "Sit down" supervision refers to a time when you and your supervisor are alone together in an office where attention is focussed on your internship concerns alone. At many agencies, another type of supervision, which we call 'concurrent' supervision, is offered. This sort of 'supervision-on-the-spot' (or on the run!) is offered in response to immediate need for information or support.

Individual supervision by the University GPP staff is offered according to the schedule noted in your contract, and at other times by arrangement. You will meet at the GPP office once after you have been at your agency about two weeks, and then once a month thereafter. Contact your GPP supervisor if you wish more frequent meetings.

Group experiences are offered through the workshops, support groups and other group events occurring regularly on Thursdays. These are times when you can care, share your thoughts and feelings, have brief exchanges with your supervisor, and otherwise gain perspective on your experience. Routine attendance is expected. We feel that these opportunities are essential in helping you and your fellow interns make the best use of the internship experience.

Appointments with your supervisor can be made within the following periods. All appointments are by arrangement. If these times are not possible for you, let us know.

Nancy Maklan

Mon. 10:15-2:00
Tues. 11:00-5:00
Wed. 9:00-12:30, 2:30-3:30
Thurs. 11:00-2:00
Fri. all day

Suzanne Whitaker

Tues. 9:00-12:00, 1:00-3:00
Wed. 9:00-12:00, 1:00-2:00
Thurs. 9:00-12:00
Fri. 9:00-12:00

Telephones:

Gerontology Planning Project 3:30-3:00 daily   545-1305·
Suzanne Whitaker (home) 256-8824
Nancy Maklan 253-5015 (home)

Monthly reports, pg. 2

Program development or administration:

1. Bring together residents of a mobile home park who have expressed interest
   in developing a recreation program.   (in contract)
   a. have interviewed 15 residents.
   b. have tallied responses and found them to be overwhelmingly negative.
   c. have discussed these results with agency supervisor and as a result have
      decided not to continue with this project.
   d. am exploring other needs within the agency.

   (a.b.c. and d. are the actions taken during the report period.)

   The list of activities which you plan to carry out during your internship may
change. You may want to replace those in your initial contract with others. You
may feel you can 'stretch' yourself by adding to your responsibilities. Simply
ADD these activities to your report. You can fit them in under a competency which they
seem to match. If you have activities which do not relate to the competencies, just
add them to the bottom of your report, after the last competency. For each activity
listed, of course, you keep a record by writing the ACTIONS you have taken during the
report period. For example, if you decide to learn about services for the elderly on
a regional, rather than on a local level, you might want to write the following:

6. Learn about regional network of aging services, and share with fellow interns.
   a. attended regional Home Care Corporation meeting in Boston, Feb. 25th.
   b. took notes in the workshop on 'overlapping services - a problem for agencies'
   c. contacted GPP staff to set up time for sharing information.

another example: (for a Senior Center where extensive casework is not a competency area)

5. Needs assessment of visually handicapped in housing project: provision of services
   within agency limits.
   a. Evaluation of three visually handicapped in Tremont Street project.
   b. identified common need of stimulation through having someone read to them.
   c. called Red Cross, Lions Club to attempt to locate a reader.
   d. identified need of Mrs. Brown to have more extensive supportive counseling which
      at this time is less than that requiring referral to mental health services.
   e. met with Mrs. Brown three times, while also attempting to locate Friendly Visitor
      for her.

Methods of keeping track of your experience

Monthly Reports .

The words ' monthly reports'may terrify the brave, and lead people to
wish they hadn't taken on an internship. Be strong of heart. We do NOT require
a lengthy, demanding written report in narrative form. We request a SHORT,
CONCISE, WRITTEN REPORT IN OUTLINE FORM. The purpose of this monthly report is to
keep you and your agency and University supervisors in touch with the following:
In terms of what you planned to do, what has happened to date? This enables us
all to ask, Is this activity moving in the direction planned? Is this an activity
which should be re-designed? Scrapped? How can we help you to work around
barriers which you encounter in the pursuit of certain objectives?

how to write a monthly report:

1. Use your contract. List your first competency. List under it the activities
which you had planned in order to fulfill that competency. List under the activity
the ACTIONS you have taken to date. Follow this pattern with each of your other
competencies.

Examples: Date of
                                                       Period Covered: Feb. 1-Mar. 8

Agency Representation: (in contract)

    1. Preparation of the material and presentation to the Amherst Bulletin (in contract)
        a. Gathered material from agency files
        b. Set up interviews with department heads to get greater depth of understanding
        c. Attempted (unsuccessfully) two calls to Bulletin Staff.

                (a,b,and c. are the actions which form the substance of your report)

Case Management:

    1. Re-assessment of the needs of twenty clients.(in contract)
        a. JoAnn's clients:
            1, 5 home visits
                a. completed all paperwork
                b. authorized chore services

    2. Intake of new cases in outlying areas.   (in contract)
        a. Intake of one case in Gill under Sue's supervision ⎫ the actions
            1. completed all paperwork   ⎬ taken during
            2. authorized chore services   ⎭ report period
            3   discussed case in intake group meeting.

Group work:

    1. Initiation and development of a new program for stimulating the more mentally
        competent residents of the nursing home. (in contract)
        a. Presented outline of plan for initiating a group at the unit meeting.
        b. Interviewed staff and reviewed records to identify possible candidates.
        c. Sat in on floor parties to observe residents to help in identification of members

        (a., b and c. are the actions taken during the report period)

Methods of keeping track of your experience

Each intern is responsible for maintaining a journal, for writing monthly reports, and for participation in supervisory sessions both at the agency and at the University.

Journals

We ask you to keep a journal on a periodic basis to maintain a record of your activities, your new learnings, and your thoughts about what are appropriate 'next steps' based upon these reflections. We suggest it be kept on a daily or twice-weekly basis. The pages in your journal will be submitted periodically to your university supervisor, for review. Comments by your supervisor may help you to make the best use possible of the journal process. We encourage you to keep a portion of your journal which may remain totally private (is not submitted for review) such that you can monitor your own development in attitudes, values and related issues throughout your internship. We ask you to use a loose-leaf notebook. In this way, you can submit journal pages for review without submitting the entire book to us. You may also keep your personal pages confidential, if you wish to do so.

We suggest the following format for recording in your journal:

Important Activities

New Learnings

What's next??

Gerontology Planning Project
Hills South, Rm. 363

Internship in Gerontology

(See later revision.)

SCHEDULE OF EVENTS ಈಈಈಈ

The following is a list of dates and times for the workshops, support group meetings, presentations and due dates for materials associated with the internship.

THURSDAY AFTERNOONS have been set aside for these activities. Your agency understands that three hours a week from your 30 hour commitment is to be given as release-time for you to participate in these activities. If there are any difficulties concerning these arrangements, let us know and we will help to work them out.

PLACE: Rm. 467 Hills South   TIME: 2 to 4; each week!

Jan 31st, Thursday	Workshop - Introduction to the Internship
Feb. 7th, Thursday	Workshop - Entry Experiences ; Discussion of Journal
Feb. 14th, Thursday	Support Group Meeting = Submit Journal pages
Feb. 21st, Thursday	Workshop - Planning for Your Competencies
Feb. 28th, Thursday	Support Group Meeting
Mar. 6th, Thursday	Workshop · Minority Elderly

WEEK OF MARCH 10, THE FIRST MONTHLY REPORT IS DUE; REVIEWED IN INDIVIDUAL SUPERVISION

Mar. 13, Thursday	Workshop - Learning Agency Paperwork
Mar. 20th., Thursday	VACATION !!!!!!!!!!!!
Mar. 27, Thursday	Workshop - Interviewing
Apr. 3rd, Thursday	Support Group
Apr. 10, Thursday	Workshop - Sharing Our Experiences

WEEK OF APRIL 14TH, SECOND MONTHLY REPORT IS DUE; ALSO, SET DATES FOR EVALUATION OF COMPETENCIES WHICH HAVE NOT BEEN EVALUATED BEFORE THIS TIME, EXCLUDING INTERVIEWING.

Apr. 17, Thursday	Workshop -G. ..p Work - co-presentation by Gp. Work Students
Apr. 24th, Thursday	Workshop - Sharing Our Experiences
May 1st, Thursday	Workshop - Termination Issues - receipt of evaluation forms

WEEK OF MAY 5TH, THIRD MONTHLY REPORT DUE (SHORT MONTH!!) PRESENT WRITTEN REPORT OF INFORMATION AND REFERRAL AND CASE MANAGEMENT COMPETENCIES IN INDIVIDUAL SUPERVISION (if applicable)

May 8th, Thursday	Support Group and Party

May 12th, EXAM WEEK !! COMPLETE YOUR EVALUATION FORMS AND SUBMIT THEM BY MAY 15TH
        IN A SEALED ENVELOPE, WITH YOUR NAME ON IT, TO MARSHA KUNIN, GPP SECRETARY.

Gerontology Planning Project   Field Study HD 389L
Hills South, Rm. ~~467~~ 365   Spring Semester

                        Internship in Gerontology

                        SCHEDULE OF EVENTS *****   (Revised)

The following is a list of dates and times for the workshops, support group
meetings, presentations and due dates for materials associated with the internship.

THURSDAY AFTERNOONS have been set aside for these activities. Your agency
understands that three hours a week from your 30 hour committment is to be given
as release-time for you to participate in these activities. If there are any
difficulties concerning these arrangements, let us know and we will help to work
them out.

PLACE: Rm. 467 Hills South   TIME: 2 to 4; each week!

Jan 31, Thursday   Introduction to the Internship

Feb 7, Thursday   Entry Experiences: Discussion of Journal

Feb 14, Thursday   Support Group Meeting - Submit Journal pages

Feb 21, Thursday   Planning for Your Competencies; Program Development &
                            Administration; Interviewing

Feb 28, Thursday   Agency Rep, demonstration; Interviewing

Mar 6, Thursday   Interviewing cont'd.; Learning Agency Paperwork

WEEK OF MARCH 10, THE FIRST MONTHLY REPORT IS DUE: REVIEWED IN INDIVIDUAL SUPERVISION

Mar 13, Thursday   Career Planning I; student interest questionnaire; case
                            management and COA jobs.

Mar 20, Thursday   VACATION !!!!!!!!!!!!!!

Mar 27, Thursday   Report on Survey of current job availability: field
                            observation techniques. Cecile Strugnell, UM/ACC

Apr 3, Thursday   Minority Elderly; Info & Referral

Apr 10, Thursday   Advocacy for the Elderly; Laurie Alexander, West.
                            Mass. Legal Services

WEEK OF APRIL 14TH, SECOND MONTHLY REPORT IS DUE: ALSO, SET DATES FOR EVALUATION
OF COMPETENCIES WHICH HAVE NOT BEEN EVALUATED BEFORE THIS TIME, EXCLUDING INTERVIEWING.

Apr 17, Thursday   Career Planning II, the Broad Picture; Rosemary Williams.
                            Group Work - co-presentation by Gp. Work Students

Apr 24, Thursday   Workshop - Sharing Our Experiences

May 1, Thursday   Workshop - Termination Issues - receipt of evaluation
                            forms

WEEK OF MAY 5TH, THIRD MONTHLY REPORT DUE (SHORT MONTH!!!) PRESENT WRITTEN REPORT OF
INFORMATION AND REFERRAL AND CASE MANAGEMENT COMPETENCIES IN INDIVIDUAL SUPERVISION
(if applicable)

May 8, Thursday   Support Group and Party

May 12, EXAM!!! COMPLETE YOUR EVALUATION FORMS AND SUBMIT THEM BY MAY 15TH IN A
        SEALED ENVELOPE, WITH YOUR NAME ON IT, TO MARSHA KUNIN, GPP SECRETARY.

QUALITY OF PERFORMANCE

	Inadequate, Poor Performance	Marginal	Adequate Average	Above Average	Outstanding
Reliability and conscientiousness					
Quality of personal relationships with: Clients					
Staff					
On-site supervisor					
Initiative					
Ability to learn and follow directions					
Quality of specific task performance					

In comparison with class students who have filled similar roles, how would you rate this student's overall performance.

Outstanding Above Average Average Below Average

GROUP SKILLS COMPETENCY
JOURNAL FORMAT

DATE

Description of group and activity

1. Group facilitators goals for the day.
    a)

    b)

    c)

2. Observations of group process [See criteria check list]

3. Results
    positive outcomes

    negative outcomes

4. Recommendations for next time.

Internship from a student's point of view.
by Sheryl Lipson

I. PLACEMENT

- *- working in a professional environment is important
- supervisor and/or workers sensitive to student interns needs
- have scheduled weekly supervisory meetings
- location of your desk, don't isolate yourself (Look, listen, learn)
- you'll want to be treated as an adult - not a kid anymore.

II. GOALS AND OBJECTIVES

- subject to change as you learn about your agency
- *- room for variety and exposure to all aspects, networks...
- have enough work to keep you busy so you don't need to ask, "What do I do now?"
- flexibility in reconstructing your contract
- challenge yourself so you'll know what you're capable of.
- when designing your goals and objectives - Remember - "It's your time, you can make it good if you want to" Go for it!

III. PERSONAL QUALITIES

- maturity, assume as much responsibility as you can, be alert
- *- self motivation, self-initiation, self direction
- *- learn to organize your own time
- learn to handle pressure, deadlines, "real responsibility"
- *- physical component, "Don't burn out." It's easy to do, Rest!
- *- have a strong support system to share your feelings with

IV. PROBLEMS AND ANXIETY

- ability to adjust to different situations
- *- expected to be a professional - when you're not
- feeling unimportant in a large organization
- *- friends don't understand what you're going through, Frustrating!
- ability to stay out of the way - yet to be involved!
- ask questions at the right time and place
- be articulate! supervisors don't have alot of time and want you to get to the point.
- *- in direct services, leave problems at work. Work can be emotionally draining.

The Commonwealth of Massachusetts
University of Massachusetts
Amherst 01003

SCHOOL OF EDUCATION
GERONTOLOGY PLANNING PROJECT/AMHERST CAMPUS
ROOM 383 - MILLS SOUTH

CONTRACT-INTERNSHIP/SPRING, 1980

Ms. Jody Miller--UM/A--Franklin County Home Care Corp./Area Agency on Aging

The Franklin County Home Care Corporation/Area Agency on Aging and the Human Development Program at the University of Massachusetts at Amherst will coordinate their efforts to provide and supervise an internship to be completed by Ms. Miller at the aforementioned agency.

Major objectives of the internship include the development of the following competencies:

Agency representation

The Intern should be able to represent the agency and its services accurately. To demonstrate this competency, the intern should prepare a short (7-8 minutes) talk describing the agency, its services, funding sources, its staff, and its relation to other agencies in the elder care network such as would be presented to a community group as a public education service.

Ms. Miller will develop the descriptive talk and will survey possible groups to which she might best make a presentation after she has become more familiar with her service area.

Program Development and Administration

The intern should be able to initiate, develop and present a program development task at a level of competence acceptable to agency standards.

To demonstrate this competency, the intern will carry out an administrative program development task which has been selected with the concurrence of the agency supervisor. The agency supervisor will supervise task development and insure that the intern will have an opportunity to present a written and oral report of the task to agency personnel. Students will be provided with presentation criteria checklist and a budget summary outline as guides to this presentation. The University intern supervisor will be present on the occasion of the task report.

Ms. Miller will assist Susan Tomlinson/case worker, in the redevelopment of the Friendly Visitors Program. Duties include:

a. Develop a form letter and ensure delivery to civic groups, schools and churches in Franklin County excluding Greenfield and East County - followup, phone call, respectively.

b. prepare a short oral presentation for interested groups to encourage volunteer support. Presentations on demand.

c. Identify and document existing Friendly Visitors' Programs or liaisons.

d. Monitor development of Friendly Visitors; Programs in West County.

e. Assist Ms. Tomlinson with the development of a Friendly Visitors' organizational procedural handbook.

Ms. Miller will cooperate with Ms. Lynch, Senior Aide, to coordinate monthly "Widow Support Group" meetings.

For the purposes of competency demonstration, Ms. Miller will select one of the above mentioned programs and develop a program description, budget justification for presentation.

Interviewing

The student intern should be able to conduct an effective interview.

To demonstrate this skill, the student will provide a tape recording of a completed interview for review. Under the guidance of the agency supervisor, an appropriate client-interview situation will be selected. The student will be provided with a checklist as a guide in interviewing. Having obtained appropriate permission and with proper regard for confidentiality, the student will tape an interview, using an appropriate interview schedule from the agency or the university. The resultant tape will be studied by the student, the agency supervisor and the university supervisor.

Ms. Miller will present an interview to be selected in accord with the criteria.

Case Management

The intern should be able to perform the major functions of case management.

To demonstrate this competency, the intern will describe an episode of service by completing the full series of forms utilized by the agency in providing client service - i.e., intake summary, client income resource sheet, client assessment, Form A1 (application and notification for Title XX Social Service), case narrative sheet, chore authorization and homemaker authorization (Form A), Form E1 (Social Service Plan: Initial Assessment, CERIS, Case Narrative Progress Notes. The series of steps listed above is a model, based on one local agency. The expectation is that each intern will follow the procedures and attendant forms of the agency in which he/she is placed. Students will be provided with a sample of completed forms appropriate to their agency, as well as other guides such as a case narrative criteria checklist and a sample case plan narrative. Also, university-based intern workshop time will be devoted to preparation of case plan forms.

    a) Jody Miller will be responsible for up to 20 reassessment visits per month, appropriate to her level of ability, to include the following: —

        1.) Assessment of what Home Care services are needed to maintain the client in his/her home

        2.) Devise a social service plan most suitable to the client situation including authorization of services under Title XX and use of other agencies and family supports

3.) Maintain a close contact with assigned clients to ensure awareness of all major changes (hospitalization, moving, bereavement, etc.)

4.) Maintain accurate and up-to-date records for assigned clients and keep all Title XX financial information and service authorization plans up to date.

5.) Serve as an advocate for assigned clients in dealing with other agencies' programs and community persons.

Jody Miller will be responsible for intakes in Leyden, Northfield, Bernardston and Gill. (Not to exceed 10 in the 3 month period.)

(a) Visit persons requesting information about Home Care services and establish eligibility based on age, income and functional need.

(b) Implement Home Care services when needed.

Search out, research and maintain up-to-date knowledge of programs and agencies including: --

Social Security/SSI, Medicare, Welfare/Medicaid

Medical resources, visiting nurse associations, mental health facilities and area professionals

Housing Authorities

Nursing Homes, rest homes and other social services

Participate in Franklin County Home Care Corporation staff and provider, and supervisory meetings.

Reporting Procedures:

Monthly reports in accord with the guidelines set by the Gerontology Planning Project.

&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&

SPECIFIC RESPONSIBILITIES: -- Agency Supervisor (due to staffing changes at FCHCC, Joanne Sanderson will be the initial supervisor. Deborah Millay will replace her.

1. Overall supervision of internship
2. Individual supervision of Jody Miller on a one hour per week basis.
3. On demand supervision of Jody Miller regarding questions and concerns of assigned clients.
4. Evaluation of Internship on evaluation forms provided by the University.
5. Maintain contact with Ms. Whitaker at the University of Mass/Amherst regarding progress of internship.
6. Cooperation in evaluation procedures as specified in competency statements listed above.
7. Cooperation of the student's gaining understanding of the social service delivery system and her role within this system, as it applies to the elderly

population of the Franklin County Home Care Corporation service area.

&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&

SPECIFIC RESPONSIBILITIES: -- Ms. Suzanne Whitaker

1. Ongoing supervision of Jody Miller through: --

        (a) Accompanied site visit
        (b) Two-week follow-up meeting
        (c) Subsequent monthly meetings
        (d) Evaluation of competencies as cited above
        (e) Weekly contact through GPP workshops

2. Contact with agency through: --

        (a) Initial agency contact
        (b) Accompanied student site visit
        (c) Monthly phone contact
        (d) Meetings concerned with evaluation of competencies
        (e) Other contacts as deemed necessary

3. Formulation of three-party contract for internship.

&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&

This contract is negotiable at any time during the internship upon agreement of all
three parties.

Jody M Miller   _2/20/80_
JODY MILLER, Student Intern   (Date)

Joanne T Sanderson   _Feb. 20, 1980_
JOANNE T. SANDERSON, M.Ed.   (Date)
Acting Client Services Supervisor,
Franklin County Home Care Corp.

Suzanne Whitaker   _Feb 20, 1980_
SUZANNE WHITAKER, M.A.,   (Date)
University of Massachusetts/Amherst

University of Massachusetts at Amherst
Gerontology Planning Project

PRESENTATION CHECKLIST:
Evaluation Criteria
for
Interviewing Competency

1. Preparing for your interview

   Learn what you can about your client before you interview. It gives
   you a start and a background against which to understand responses.
   Know what to talk about and what NOT to talk about. Check to see if
   there are sensitive issues to avoid.

2. Identifying yourself to the client

   Identify yourself in a way which makes sense to the client. This may
   take re-statement of who you are in a language which takes into account
   the client's unique point of view. Make the appropriate "translations".

3. Explaining your purpose positively
   Explain your purpose in being there in a way which relates to the better-
   ment of the client. In case management, the needs assessment and subse-
   quent action may have immediate impact in improving his/her life. In
   surveys of the community, the outcome may yield an effect which may
   be delayed and of less direct-impact but none-theless is of real long
   range significance.

4. Establishing rapport
   Work towards establishing an initial trust which facilitates com-
   munication through the use of socially appropriate chit-chat. Other
   elements in maintaining a rapport are warmth, direction, eye
   contact, body language and verbal following of the clients thread
   of conversation. These establish you as an appreciative listener
   who is also guided by a purpose. Don't "space out" if an elderly
   person becomes involved in long explanations or stories - (may be
   judged as "rambling" by some). If you do fade out when they are
   talking, you'll lose them. It will wipe out rapport.

5. Keeping the lead in the interview
   Keep the lead in the interview. There may be starts and stops and
   side-tracking by the client to enable them to express themselves on issues
   important to them but tangential to the interview. Be flexible and under-
   standing, but maintain the lead.

   information gathering interview: you lead

   supporting counseling - the client leads

   the trick is to gather the information while you maintain a supportive
   ATMOSPHERE, but don't give up the lead.

   Bring the client back to the subject. Suggested phrases:

   I understand your need...
   A possible source for help in that area is...
   At the moment, the way I can help most is by:...

At Amherst -

SIX COMPETENCIES - Internship
Human Development Major with
Concentration in Gerontology

Agency representation

The Intern should be able to represent the agency and its services accurately.
To demonstrate this competency, the intern should prepare a short (7-8 minute)
talk describing the agency, its services, funding sources, its staff, and its
relation to other agencies in the elder care network such as would be presented
to a community group as a public education service.

Program Development or Administration

The intern should be able to initiate, develop and present a program develop-
ment or program administration task at a level of competence acceptable to
agency standards.

To demonstrate this competency, the intern will carry out an administrative or
program development task which has been selected with the concurrence of the
agency supervisor. The agency supervisor will supervise task development and
insure that the intern will have an opportunity to present a written and oral
report of the task to agency personnel (or to an appropriate sub-group). Stu-
dents will be provided with presentation criteria checklist and a budget sum-
mary outline as guides to this presentation. The University intern supervisor
will be present on the occasion of the task report.

Interviewing

The student intern should be able to conduct an effective interview.

To demonstrate competence in this skill, the student will present a tape re-
cording of a completed interview for review. Under the guidance of the agency
supervisor, an appropriate client-interview situation will be selected. The
student will be provided with a checklist as a guide in interviewing. Having
obtained appropriate permission and with proper regard for confidentiality,
the student will tape an interview, using an appropriate interview schedule
from the agency or the university. The resultant tape will be studied by the
student, the agency supervisor and the university supervisor.

Case Management

The intern should be able to perform the major functions of case management.

To demonstrate this competency, the intern will describe an episode of ser-
vice by completing the full series of forms utilized by the agency in pro-
viding client service - i.e., intake summary, client income resource sheet,
client assessment, Form A1 (application and notification for Title XX Social
Service), case narrative sheet, chore authorization and homemaker authori-
zation (Form A), Form E1 (Social Service Plan: Initial Assessment, CCRIS,
Case Narrative Progress Notes. The series of steps listed above is a model,
based on one local agency. The expectation is that each intern will follow
the procedures and attendant forms of the agency in which he/she is placed .
Students will be provided with a sample of completed forms appropriate to
their agency, as well as other guides such as a case narrative criteria
checklist and a sample case plan narrative. Also, university-based intern
workshop time will be devoted to preparation of case plan forms.

I/R service delivery and development (Information and Referral)

The intern should be able to use the agency's materials to locate community services. The intern should understand how the agency's I/R service is developed and maintained.

To demonstrate a competency in I/R service provision the intern will describe an I/R service episode in which the following basic four steps of the I/R process are included: Problem identification: finding out what is needed; Resource identification: finding out what resource is appropriate, Linkage: making the referral and Followup: following the process to check on adequacy of solution.

To demonstrate a competency in I/R service development, the intern will perform an I/R development or maintenance task, (to be assigned by agency supervisor), which will generate new information and integrate new information into the agency's I/R system. Student will prepare a brief (one page) written description of I/R task.

Group Skills

The student intern should be able to work effectively with small groups of elders in the planning and implementation of group activities.

To demonstrate this skill, the student will maintain a journal and provide an occasion in which agency and university supervisors can observe the group process and the student's skill in group facilitation. The journal will include the initial reason for working towards group formation, the rationale for selection of members, the procedures in selection of members, a description of the process of members accepting one another, the process through which the group set goals for itself, a list of these goals, a description of the various aspects of group development (setting of norms, status hierarchy, leadership issues, group cohesion) and observations on the relationship of the groups activity to the individual needs of the members. The student will be provided with group facilitation criteria checklist and other resource materials to assist in acquiring the competency.

At a point in the development of the group when the group is sufficiently comfortable and stable so as to accept guest observers, the student will invite the agency and University supervisors to observe.

Competency expectations in various internship settings:

Home Care Corporation	Nursing Home and Geriatric Rehabilitation Center
Agency representation	Agency representation
Program Development or Administration	Program Development or Administration
Interviewing	Interviewing
Case Management	Group Skills

Senior Center

Agency Representation
Program Development or Administration
Interviewing
Information and Referral service delivery and development
Group Skills

Name _____

Supervision date _____

PLEASE FILL OUT AND PUT IN MANILA ENVELOPE MARKED <u>SUPERVISION EVALUATION FORMS</u> IN THE GPP OFFICE.

Your HONEST feedback will help us in assessing, developing, and refining our helping skills.

Feel free to suggest/make modifications of this form.

THANK YOU.

Make a check mark at a point
along the line that represents
your feelings

I felt supported
not at all _____ a great deal

I felt cared about
not at all _____ a great deal

I felt understood
not at all _____ a great deal

I felt free to say what was on my mind
not at all _____ a great deal

I recieved helpful feedback
not at all _____ a great deal

I felt threatened
not at all _____ a great deal

I felt put down
not at all _____ a great deal

I was turned off
not at all _____ a great deal

I left feeling anxious
not at all _____ a great deal

I left confused
not at all _____ a great deal

I wish we had talked about _____

_____

I wish you had _____

_____

I wish I had _____

_____

Next time _____

_____

University of Massachusetts at Amherst   Agency Representation
Gerontology Planning Project   Competency
Field Study

PRESENTATION CHECKLIST

1. Description of Agency

     (a) agency purpose and services provided

     (b) organizational structure (staff and their responsibilities)

     (c) relationship to other public/private social service network components

     (d) funding sources (including budget summary)

2. Description of Community and Population Served

     (a) socio-economic profile of community and area (including percentage of
                                         elderly in the population)

     (b) socioeconomic profile of population served by agency

The presentation is to be a 7-8 minute talk. You may use whatever visual
demonstration materials you feel are of use. It is appropriate to have a question
and answer period following the presentation.

JANUARY 1980

Group facilitation criteria checklist

The following is provided to stimulate your thinking about what may be hap-
pening in your group.

Initial reason for working towards group formation

What observations on your part, tentative goals, program ideas, suggestions
from colleagues or other factors led you to decide to form a group?

Rationale for selection of members

Why did you choose the people you selected to be initial members of the group?
Did they share some need, ability or interest? Did they just happen to "be
there"? Did they from an already existing social group with another function?
Did some staff person give you a list? Why did you choose Mrs. Smith but
not Mrs. Brown?

Procedures in selection of members

Did you conduct individual interviews and invite them to join? Were they told
to join by a staff member? Did the first members of the group decide to
expand the group size and then invite new members? How did it happen?

Description of the process of members accepting one another

The initial stages of group development involve a sort of "testing out" of
mutual acceptability often masked behind "small talk." What did you see
happening in the first few meetings of the group? Were some already friends
and not others? How were you treated? An outsider? An insider? What was said
that reflected the inclusion or exclusion of people into the life of the
group? Did cliques form (groups within a group)?

The process through which the group set goals for itself. A list of these goals.

If the individuals do, in fact, develop a sense of "we are a group; (and they
may not reach this stage at all) they tend to set goals for themselves. What
is it that you sensed they all shared as "something that would happen because
we are a group"? Was there explicit planning, such as toward certain activities
(trips, movies, parties, kitting, billiards, etc.)? Was there the development
of implicit (often unspoken) goals such as mutual emotional support; sharing
time together for simple companionship; expression of frustration with some
element of their lives; mutual enjoyment of food; being together to please the
staff and avoid confrontation brought about by not agreeing to cooperate in
the group? This is an individual goal, but if shared and talked about, becomes
a group goal. What common purpose did the group have, and seem to agree upon
maintaining, as a reason for being together? How did they arrive at these
goals? Did they accept the goal as the "purpose of the group" when they joined?
Did "goals" develop later which were different from the original goals of the
group?

Description of the various aspects of group development

Group norms: Were there any 'do's and don't's' in the group, such as "you

should come to the meetings well-groomed," or "you shouldn't talk about your family because one group member has no family visitors?"

What formal and informal, spoken and unspoken, rules did the group develop and follow? You can most often tell what some of these are when someone violates a rule and gets disapproval for it.

Status hierarchy, leadership issues

Has someone assumed the role of spokesman for the group? Does someone take the lead in activities or discussion? Is there a struggle over who's the boss? Where do you fit in? Is someone "low on the totem pole"? - "high on the totem pole"? Without whose presence would the group feel incomplete or lacking zest?

Group cohesion

Is there a sense of "yes, we are a group - we belong together"?

How do you see this happening? In the kinds of things that are said? In the seating that group members choose when they are among a larger group? Do they bunch together at any time?

Observations on the relationship of the group's activity to the individual needs of members.

Has having been a part of this group met any of the individual's needs? What needs? Has it created problems for the individual?

THESE QUESTIONS AND SUGGESTIONS ARE OFFERED TO STIMULATE YOUR THINKING AND DEVELOP YOUR POWERS OF OBSERVATION. GROUPS WILL VARY WIDELY IN THE DEGREE TO WHICH THEY DEVELOP THESE CHARACTERISTICS. DO NOT EXPECT TO BE ABLE TO ANSWER EVERY QUESTION ASKED HERE. -- BUT DO LET THESE IDEAS BE A GUIDE.

Jan 31 Introduction to Internship

How useful was the content?   not at 0   moderately 1   very 8
                                     all

Jan. 31.   If not useful, why not? What would
have been better?

1. I was overwhelmed at this stage. I scarcely read all the mimeographed
material.
2. Was the material introduced at the right time in your experience?
Should it have been introduced earlier? Later?   yes: 8, NR 1
1. At right time. 2. I think it was good timing due to the fact that I
found myself using that booklet throughout my entire internship. 3. Very
good, you gave us a clear outline of what was to be expected from us. The
slight panic that may have started was quickly discussed with much
reassurance. It would get done. A reassurance that the formats did not
have to be 100% rigid. 4. There was too much material presented all at
once. It was a little scary. I remember being a wreck when I left. 5. In-
formed me of what was ahead of me and how I was to go about it. I needed
this information very much. 6. It was introduced very appropriately since
we all had a day of our internships and were able to relate our initial
experiences to one another. And, we were able to ask questions about
everything in general. 7. Doesn't matter. I read the papers later.
8. Introduction material was introduced at right time.

Feb 7 Entry Experiences; Discussion of Journal

How useful was the content?   Not at 0   moderately   very 9
                                     all
If not useful, why not? What would have been better?

1. Hearing the others talk was useful. They lookd so cool and professonal
and I felt the opposite about myself and here we were, "in it together".

Was the material introduced at the right TIME in your experience? yes: 7, NR 2
Should it have been introduced earlier? Later?

1. Yes, needed to be done early - a good discussion as a foundation and
to share ideas when first beginning. 2. At right time. 3. I feel this
was introduced at a good time because I was beginning to wonder exactly
how I was supposed to write my journal. 4. After one week of on the job
experience it was wonderful to find out that we were all more or less
feeling the same way. Dealing with anxiety of not knowing answers, filling
in unstructured time were excellent topics to talk about. 5. It's the best
time to speak about a journal in detail, before too much time has elapsed
but not to get hit with it right away. Support part was great. 6. Decreased
anxieties about creating a journal. I gained insight as to how to journa-
lize my experiences as to vividly represent my feelings on paper. 7. We
got to share experiences in great length and get the feedback and
emotional support, and even creative criticisms that we needed! 8. OK.
Journal writing helped me get a hold on my activity. 9. Discussion of
entry experiences was important.

Feb 14 Support Group Meeting

How useful was the content?   Not at   moderately 3   very 6
                                   all

If not useful, why not? What would have been better?

1. Sharing experiences , listening to people; feeling supportive atmosphere.
I have always thrived in "support group" atmosphere. 2. It was of help,
but.I had been over this topic before. I appreciate all those including
S. Lipson for sharing their experiences with us. 3. It seemed to raise
fairly common sense issues that didn't need a whole workshop to discuss.
The issues part was good though. 4. Good timing for a support group.
5.. Maybe it would have been nice to break a support group meeting in half
with something else. You can talk and discuss and think.

Was the material introduced at the right TIME in your experience? yes: 7, NR 1
Should it have been introduced earlier? Later? Later: yes: 1

1. The early sessions was a necessary placement – good to talk with these
kinds of feelings, doubts, questions and helped give direction to work within
the agency, brought alot to mind which was very helpful. 2. About your
agency, just so much, and thn it starts to wear on your nerves, especially
in the first few weeks when you're overwhelmed by everything. 3. I
really enjoyed this session because it made me realize that a lot of the
other interns were going through so many of the same feelings as I was. It
was very helpful. Still important to talk about the feelings and the
anxieties. My competencies were not high priority on my list at this point
so it was good that we were not discussing them yet. Thissharing led to a
more intimate group – now I could feel comfortable talking. 4. May be
should have been discussed later (issues). It's still only 2 weeks into
a new experience to evaluate and judge people at your agency. 5. The list
we compiled I think was very useful to all and really provided us with a clear-
cut picture of a "professional". 6. A certain trembling at our striving
for perfection. 7. Support group meetings are always useful at the
beginning of an internship.

Feb 21 Planning for your competencies: Program Devel., Interviewing

How useful was the content?   Not at   moderately 2   very 7
                                   all

If not useful, why-not? what would have been better?

1. Too much mimeographed material.

1. Perhaps if had done some role playing the week before – on a client-
internship role. 2. It's good to see someone else role play and be able
to watch. I thought maybe a few more examples would have been great.
3. Helped me to become organized in my working towards the fulfillment of
my competencies. Clarified many matters which I was anxious about.
4. I wasn't accustomed to jargon of professional world and I resisted it.
I resisted becoming competent in a "set way".

Was the material introduced at the right TIME in your experience?   yes: 6
Should it have been introduced earlier? Later? Earlier: 1, Later, 2

1. This material could have been later on. 2. I needed a gentle intro-
duction from non-professional world; I needed an explanation of why we need
or use professional jargon. I found it offensive, "un natural" and officious.
3. It was introduced at just the right time as it gave us a clear picture
of what we were to do, and helped us to set up a time line in anticipation
of completing each task. 4. I was able to set mysights on appropriate
methods of fulfilling my competencies. 5. It gave everyone enough time to
start planning for their own interviews. 6. Good timing as to when tha
competencies are talked about the role playing was good. I leanred a couple
of things before hand. (Marietta explanation of the Program development
could have been either explained a little clearer or brought up again in
another workshop. 7. I felt this was good timing because it really made me
start thinking about my competnecies even though I wasn't doing them at
that exact time. It made me plan ahead for them. I really felt that
practicing an interview was a great help. 8. Right time - Need to practice
especially if you've never interviewed before.

Feb 28 Competency planning continued: Agency Rep., Interviewing
How useful was the content?   Not at   moderately 2   very 7
                                   all

If not useful, Why not? What would have been better?

1. Important to see this - Suzanne demonstrated with Sheryl. 2. Good.
3. I had some knowledge of how not to interview in Barbara's class, but
I still did learn a couple of good points.

Was the material introduced at the right TIME in your experience? Yes: 6, NR 3
Should it have been introduced earlier? Later?

1. Yes, good to get a chance to look over the material although I
didn't use it until later on. 2. Right time. 3. I feel that interviewing
was really important but that maybe two sessions was a little much. 4. I think
generally that there was too much time spent on interviewing. Half of the
information I still have not read. 5. I think it was good practice to do
the model interview and get feedback from a peer that you ordinarily don't
get from a client. 6. Fine. Inspired for interviewing with council on
aging. 7. Interviewing skills are important at any time. It's good to
work at these skills throughout the term.

Mar 6 Competency planning continued: Interviewing
How useful was the content?   Not at   moderately 3   very 5
                                   all   1 not present at session

1. Gave me more experience at interviewing through roll playing.

If not useful, why not? What would have been better?

1. It was great! Practice role playing maybe at another point near the end might be useful. 2. Agency paperwork was useful in seeing forms, but boring. 3. Paperwork took up alot of time, and it wasn't useful.

Was the material introduced at the right TIME in your experience? Yes: 6, NR 2
Should it have been introduced earlier? Later?   Later 1

1. Introduced at a good time. 2. Roll playing was somewhat interesting to do. 3. I thought the paperwork was an excellent thing to have done, it really shows that social work isn't _all_ direct services. 4. Yes, but later too would make a great comparison tool. 5. This was presentation of agency paperwork which I felt to be very valuable to me. I really learnt a lot in a good way and it was very valuable. 6. Right time since people looking for jobs need time to apply, etc. 7. The role play was helpful at this time but later might have been more for me personally, as my interview took place much later in the semester. Paperwork was also good to see, as I wasn't using it in my agency, but was good to see what others have been doing every day.

Mar 13 Career Planning I : Student interest questionnaires, case management
and CQA jobs

How useful was the content?   Not at all   moderately   . very 5
all
4 not present at session

1. I was anxious to learn more about jobs in the field of agency (entry level).

1. Gets you psyched to try and get a job. Look at all the places! This is very useful nitty-gritty info and I'm glad there was someone to do it for me -and do the phoning. 2. This session began helping me to clarify my vagueness about jobs in the field.

If not useful, why not? What would have been better?

Was the material introduced at the right TIME in your experience? yes: 4, N.R: 1
Should it have been introduced earlier? Later?

1. Yes, this was as it started me thinking and actively pursuing jobs - a good motivator, provided _lots_ of useful info at a very appropriate and crucial time. Really appreciate the effort and time spent by staff on this.
2. Right time since people looking for jobs need time toapply, etc.
3. Of course very good - job opportunities - a support group at this time was essential at this time exciting to realize that there are jobs out there.

Mar 27 Report on survey of current job availability; Field Observation
Techniques, Cecile Strugnell, C/W

How useful was the content? ;   Not at   moderately 2   very 7
                                                 all

! If not useful, why not? What would have been better?

1. I enjoyed both the guest speaker and the job availability part of the session.
When reflecting back to this meeting I feel I remember more about discussion
on jobs than I do about the content of Cecile's speech, though I thought her
to be brilliant in her area of expertise. 2. Her talk was a little vague
I thought. 3. Very interesting to listen to. She made you think.

1. Loved Cecile!

Was the material introduced at the right TIME in your experience? yes: 5, NR 2
Should it have been introduced earlier? Later?   Earlier: 2

1. Yest, introduced at a good time. 2. Yes, she was inspiring. 3. This
woman was fabulous! Definitely the best speaker - the material was very
interesting, i.e., participant observer. 4. Yes, it doesn't really matter
when. 5. The material from Lou-Ann was excellent. It may have been better
if it were introduced earlier, but I don't think that was possible.
Cecile was interesting and she be invited back. 6. I feel this was one
of the best meetings. It really made me aware of how soon we were going to
be out in the real world and I feel the information and tips you provided
were really helpful. 7. Yes.

April 3 Minority Elderly.

How useful was the content?   not at 1   moderately 3   very 5
                                         all

If not useful, why not? What would have been better?

Was the material introduced at the right TIME in your experience? yes: 4 NR 4
Should it have been introduced earlier? Later? Earlier: 1

1. It was difficult to understand the speaker. I didn't get much out of
his lecture. 2. The formality was disconcerting in our informal group.
Content was interesting. 3. I felt his presentation was interesting but
too detailed. 4. I needed to know about this population group. I left the
session feeling it was time well spent. Introduced at an appropriate time.
Made me aware of a subject I knew little about. 5. It would have been
better if the speaker had just discussed the material and not read it.
6. I was very interested in what Jaime had to say. 7. This is just a
personal interest and may reflect the mood I was in but on that day the
material really didn't seem relevent to me personally and I would rather
have continued our looking at jobs. 8. Perhaps a little earlier so that
there would not be too many guest speakers in a row. 9. Especially the
discussion of very significant differences in the ways different minority
people have of relating, different value systems, etc. - very interesting,
and made me realize its something I'd like to pursue in study and practical
learning. Timing was fine. For this session, the timeing wasn't as important
as was an excellent session. Interviewing was very useful. The written
materials - checklist, etc. are well organized, very interesting and useful
in structuring an interview.

April 10 Advocacy for the elderly. Laurie Alexander, West. Mass Legal Services

How useful was the content?   not at   moderately 2   very 5
                                      all

                                                        Not present at session: 2

If not useful, why not? What would have been better?

Was the material introduced at the right TIME in your experience?   yes: 3, NR 4
Should it have been introduced earlier? Later?

    1. Very interesting. It's too bad it's so difficult for an undergraduate to gain experience (in an internship) through a legal service agency. Right time. 2. I really enjoyed listening to Laurie. She was very informative and I liked hearing about different aspects of the field. 3. I was in such a great mood this day so I did not benefit from the class. 4. Great all around. 5. Enjoyed Laurie for content and for how she got her job. 6. Lauri Alexander was very interesting and discussed relevant, important issues and concerns.

April 17 Career planning II the Booad Picture; Group Work. competency and presentation review. Termination Issues

How useful was the content?   not at ;   moderately 2   very 7
                                      all

If not useful, why not? What would have been better?

    1. Discussion was very useful and stimulating. 2. Good to hear from colleagues. 3. It gave us a chance to talk about future goals and aire some deep rooted feelings. 4. Got to know what other people were doing and how they went about it. 5. To talk less of termination issues and more job up date. Group reports were excellent. 6. I think the work shared by others is always interesting. I could have done without Laurie coming up a second time - much of the rig-a-moreaole about the elderly I knew from N.C.O.A. But the information about social services was interesting. 7. I feel this was also a very valuable meeting. I enjoyed hearing Laurie again and I really value hearing about different job openings. 8. It would have been nice to have more information of schools beyond the undergraduate level, and jobs for those with an advanced degree. Although, I understand that most of the group was interested in jobs for those with and undergraduate degree.

Was the material introduced at the right TIME in your experience?   yes: 5 NR 4
Should it have been introduced earlier? Later?

April 24 Workshop: Sharing our experiences Group Work Presentations; Info and Referral
      Presentation

How useful was the content?   not at   moderately 1   very   8
                                               all
If not useful, why not? What would have been better?

Was the material introduced at the right TIME in your experience?   yes: 7, NR 2

Should it have been introduced earlier? Later?

      April 24.
      1. Yes, it was appropriate to be towards theend of the experience, when
      the material was understandable and had developed to close to completion.
      2. Right time: group work had to be done at the end in order to
      describe the progress of our group throughout the semester. 3. Although
      this session did not apply to me personally, I found it to be very
      interesting. I learnt alot about other agencies and I really enjoyed
      listening to all the valued experiences. 4. It would have been better to
      limit the time on each one. 5. I & R was good to hear about. Also more
      on other people's experiences did me good to listen to. 6. Interesting
      to know what others are doing. 7. Colleagues.

May 1 Sharing Our experiences - Agency Rep Presentations ; Workshop Evaluation Forms
      Group Work Presentations

How useful was the content?   not at   moderately 1   very   7
                                               all
                                                        not present at session: 1
If not useful, why not? What would have been better?

Was the material introduced at the right TIME in your experience? yes: 5, NR 3

Should it have been introduced earlier? Later?   Earlier: 1

      1. Was great to hear at the conclusion of the internship what all groups
      were like, but actually, a little report along the way - even mimeographed
      to save time would have been nice - because learning what others did might
      have helped along each of our group processes - sharing of different
      techniques, activities, and problems and how they were dealth with along
      the semester would have been nice even earlier than towards completion.
      2. Right time. 3. Good time - once again I enjoyed hearing the other
      classmates talk about their experiences. 4. Again I enjoyed to hear what
      everyone else was doing. 5. Perfect timing. 6. It was really interesting
      to find out what others had been doing in their agencys, i.e. groups.
      7. Broadens and solidifies view of what agency activity is like.

May 8 - Support Group and Party with agency supervisors ; completion of evaluation forms

Although this has not occurred by the time you make these ratings, do you feel that the material is put in the schedule at the proper time?

yes ___9___ no_____

What changes would you make?

        1. I think varied job opportunities should be talked about and discussed from the beginning of the semester. 2. Cover all of the competencies as early as possible. Although group sharing is important perhaps it should be centered on personal gut feelings, rather on how they are fulfilling the competency. 3. But things seemed to get off to a slow start and the last month was jam-packed with information. If people like Laurie Alexander and infor. on jobs, careers, etc. was spaced a little more apart, I think it would be better.

What additional material, beyond your suggestions made to the above questions,

would you recommend as additions to the workshop program for another term?

What was the best thing about the workshops?

What was the worst?

Regarding any other issues, including activity of facilitators, group process, program, etc. what recommendations would you have for any additional changes for next term?

see over

Additional material

1. Supportive atmosphere, excellent topics of discussion and excellent organization. The time of the sessions was late for good attention on my part - the morning would be better for attentiveness - but that's my own hangup! 2. It might be nice if students doing internships the following semester could talk to the interns and get an idea of what it's like before going out there "cold". Hearing the experiences of everyone involved. 3. Q resume writing workshop would be helpful towards the end of the term when students start looking for jobs. Being able to share experiences, concerns and problems throughout the entire internship. Talking about job possibilities and requirements for jobs in the field was helpful. Discussion of grad. programs would have been good. Role-playing, I never seem to gain much from role playing, although it may be helpful for others. More speakers would be good on various issues. Lauri Alexander was great! Maybe have one workshop for students ALONE so we can be totally informal, casual and honest...sometimes structure can inhibit people. More opportunity to go to hear speakers as a group from GPP, ex., M.G.P. speaker David H. Fisher, great experience for students. 4. GPP got me a job! Make sure the applicants get the agency interviewers to call up GPP and get beautiful words to push applicants into light. I was rejected in two other places. Support and suggestions for job hunting and getting. Tips on where to apply. Encouragement of Suzanne plus group support of fellow-job hunters. Takes the sour feeling of vulnerability away when you are applying and interviewing (and getting rejected!) for jobs. I found that too much mimeographed material leaves me cold and unmotivated. 5. If possible, get Agencies-representatives to come to us and tell us about their agencies as to other majors when they do job recruitment - but it really looks like a goal more suited for the distant future. It gave time to relate our experiences and get some feedback positive or negative to the way things were going. It provided the emotional support we all need in a new and different situation. Having to be rushed by the class at 4:00, when we were in a good discussion without having the time to really tie up the loose ends. 6. LESS MEETINGS. Perhaps bimonthly. More personal feelings discussed, rather than techniques. Bringing together all the interns as to form a small, familiar, group. When forms were discussed. Sometimes the sharing of technique and experience related to competency fulfillment got rather lengthy and boring. There should be more time for more people to say things and more control should be exe4rcised by those leading the workshops. I think many important issues were discussed and covered, but fewer meetings, with more content and responsibility for the student may lead to utilizing time to its fullest. I had been aware of much what had been covered in many sessions. Non-the less, this has been a very important experience for me. Perhaps interns

should be divided into groups so as to concentrate more on the interaction
between themselves and a small number of people. After all, it gets
tiring listening to lots of people talking for a coupld of hours.

Efforts should continue to be made towards penetrating and stimulating
the interns greatest concerns at that present time, whether they be positive
or negative. It's hard to learn in a situation like this unless what one
is experiencing can be related to and reinforced to and by others.
7. To talk more about each individual competency and what is expected
of the student. To talk about the gamut of job possibilities more not
just home care. Perhaps graduate programs too. The workshops were the best
support possible. It was new to be able to talk about anything under the
sun and be understood. Just that I had to rush out after each one to get
to another job. I would have liked to have stayed. To require a first aid
course and CPR also perhaps have graduates of the program come back and talk
to the group about what its like in the real work world (for them) as compared
to their internship experience. Sheryl was a student still so she wasn't
as good a resource as say LuAnn Tetrault would be although the materials
she sent were excellent. 8. The sharing of feelings, etc., the minority
elderly was interesting. The first workshops seemed a little long. The
interviewing sessions could be cut down a bit. I would haveliked to hear
more about what programs álíát other people were setting up - even if it
was quickly. I really didn't know half the things everyone else was doing.
9. Maybe to visit the other interns at their agencies to get a broader
picture of other settings. I having experienced learning that other people
fel the same way. Finding out about different job opportunities. None - I
feel everyone involved were fantastic, helpful, resourceful and I cannot
think of anything that could be done to improve on that.

WORKSHOP EVALUATION

Session-by-session evaluation
of Content Usefulness and
Appropriateness of Timing

Summary

A second phase of the evaluation of workshops consisted of a
session-by-session evaluation of content usefulness and appropriateness
of timing. Request for recommendations for additions to the workshop
program was also made. A review of results and a few recommendations for
future curricular design are offered here.

Content

The students found the workshop content very useful, with few
exceptions. (9 students rated 13 sessions; 86 "very" scores, 22
"moderately" scores and one "not at all" scores were made)

The workshops on "Introduction to Internship," "Entry Experiences
and Discussion of Journal," "Sharing Our Experiences — Group Work Presen-
tations," and "Student Career Interest Questionnaires (Case Management and
COA jobs)" were given the highest ratings. The students apparently valued
learning about the structure and expectations of the internship program
at the outset, and enjoyed the support that came with discussions of
feelings experienced on entry into a pre-professional position. Hearing
about other students' program planning and group work as well as about
job opportunities in aging was seen as especially valuable.

The students were least enthusiastic about the minority elderly
presentation. Although a number found it very useful (5), others faulted
the presentation as being too formal, too hard to understand and too detailed.
Re-evaluation of the form of the material is appropriate for next semester.

The February 14th meeting, which was wholly a support group,

was given warm support. Coping styles in meeting stress in new situations
was the major focus of the session. All students found it moderately
(3) or very (6) useful. However, while some praised it highly as a very
valuable element of the beginning of an internship, others were somewhat
lukewarm, one feeling it was 'common sense' material, and did not need the
time devoted to it.

The sessions on interviewing and agency paperwork were subjects of
interesting comment. They were viewed favorably, but had more "moderate"
ratings than many of the other sessions. Students took time to comment on
the usefulness of the interviewing practice, but for a few, it was a repe-
tition of work done through another course taken prior to the internship.
Attention to this potential redundancy should be given in planning for next
semester. The presentation on agency paperwork was viewed by several
students as boring, thus not useful, but as excellent content by others,
because it "really shows that social work isn't all direct service."
Because of the heavy concentration of time spent in case management, (one
of our "target" careers) on paperwork (reportedly 50%) it would seem appro-
priate to continue with this dull and disillusioning – but realistic –
piece of content. Possibly the students can help us find some way of
making this more palatable.

Timing

The workshop content was seen as appropriately timed, that is, placed
within the semester series of 14 sessions. There were a few exceptions.
(9 students rating 14 sessions, – including the party – yielded 81 "right
time" scores, 8 "other times" responses and 29 No Response) Students com-
mented frequently on the good timing of the material. They also made some
revision suggestions. Two people felt that the competency instruction
offered in the fourth session should have been introduced, or re-intro-

duced, later in the series. Although a number of students remarked on the appropriate timing of the career discussions and job information in session eight, two felt it would have been better if offered earlier.

Recommendations for Additions to Workshops

Information on a wider range of career opportunities than that offered during the workshops was requested by a number of students. The program objectives targeted the positions of case manager in home care corporations and social service workers in senior centers. However, responding to student requests, the program for session 11 was to include a broad overview of careers, including positions further up the job pyramid, and those requiring graduate training. Unfortunately, this material was cancelled, due to the presenter's illness. Attempts were made to make this material available to the students through other channels, such as attending another session held under different auspices which covered the ground. The results were spotty. Future semesters should continue to program for a broad overview of careers in aging.

One of the students who apparently missed the "intern information session" held in the preceding semester urged talks with interns already 'on the job'. This useful component should be continued.

A workshop on resume writing was requested, in addition to the individual consultation offered by staff.

A workshop session with students alone was suggested, as "structure... can inhibit people".

More trips as a group tohear professional presentations off campus were urged.

More talks from agency representatives as a form of information and job recruitment were suggested.

Fewer meetings were urged, and a focus more heavily on personal

feelings than on learning competencies was encouraged. Suggestions were
made for breaking the group up into smaller units for more involved dis-
cussion.

More detailed work on competencies was requested.

It was suggested that graduates return and talk about the "real
work world" to interns who would be following in their footsteps.

More sharing of elderly program ideas was urged, and possibly visits
to other internship sites. Serious consideration should be given to these
recommendations for additions to the program, viewing them in light of the
elements currently in the program which were highly rated, as well as in
light of the probable reduction in the time available for workshop sessions.
Possibly a mutual staff/student planning session would be appropriate,
early in the term, utilizing the evaluation statements of this term's
students to help in determing the curriculum for coming semesters.

Addendum - Summary of Student Evaluation of
Internship

General questions about INTERNSHIP

1. What are your career goals? What job role do you aspire to?

2. Has the experience of your internship changed in any way either your career
    goals or the job role to which you aspire?

3. Given that the goal of the Competency-based Internship plan is to provide the
    student with the kind of experience that will build professional skills AND the
    students confidence in the mastery of these skills, how successful was your
    internship in achieving this goal?

                VERY SUCCESSFUL ̶|̶|̶|̶|̶

                SUCCESSFUL |||

                NOT SUCCESSFUL

                COMMENTS

Questions on some structural aspects of internship program:

circle one

How useful did you find the monthly reports?   not at   a little   moderately   quite   very
all |⊞   usefu
useful | |||

Comments:

How useful did you find the journals?   not at   a little   moderately   quite   ve
all ||| usei
useful | || |||

Comments:

The following career and job services have been available from GPP. Please indicate whether you have been aware of the availability of the service or unaware, and whether you have used the service or not. Then rate the usefulness of the service. If you have used it, rate it from that perspective. If you have not used it but been aware of its availability, indicate how useful you might think it to be for you at another time.

Check as many spaces as apply.

	aware of avail.	unaware of avail.	used service	did not use service	used service, how useful 0 1 2 3 4 5 not · · · very	did not use service, How useful for you later? 0 1 2 3 4 5 not · · · very
Regular appts. with GPP staff:			/			
Dr. Barbara Turner	ЖН	|||	////	NR |||	2,4,5,3	NR 4,0
GPP intern supervisors (Maklan, Whitaker)	ЖН-|||		ЖН |||		5,5,4,5,5,5	
Informal contacts with GPP staff (Maklan, Whitaker, Taylor)	ЖН ||	NR	ЖН	NR	5,5,4,5,5,5	4
Workshop help: job interests questionnaire prepared by interns	ЖН |||		ЖН |||	=	4,5,5,3,5,5	3,4
current job opening announcements	ЖН |||	/	ЖН /	=	3, NR*,5,5,5	5,4
career position discussions	NR ЖН-||	/	ЖН /	=	4,5,3,4,5,5	5,4
career handout information	ЖН |||		ЖН /	=	4,2,4,4,5,5	4,3
resources in GPP office (job postings, booklets, etc.)	ЖН /	=	|||||	|||	5,4,3,5	5,4 NR
Other students as resources	ЖН |||		ЖН-||	/	5,5,4,5,5,4	4,4,3

* job opportunity — write to several until met open
= not graduating

Student Evaluation of Gerontology Planning Project - 1979-80   Internship Component

Summary of responses:

Selections of and Supervision during Internship

Selection of Internship

The Gerontology Planning Project works with each student to help in

the selection of a placement which best suits the student and the agency.

Please describe how you saw the GPP's role in this placement process.

Which of our efforts were the most helpful? Be specific.

1. I counted on you to find suitable places for people to work. : It was a real
joy for me to have to choose from the many internships and not to have to seek
them out myself. I also appreciate the site visits which you set up. I can
see this as a convenience for the agency as well as the intern. When I went on
the sites, Suzanne made a point of having everyone speak and share our thoughts
about what we wanted from the agency.

2. They carry the biggest amount of the responsibility of finding placements for
everyone. Having site visits was by far the most helpful element. It gave a
spectrum effect of personalities and agencies.

3. We got to see each agency in effect. I liked the idea that we all discussed
all the agencies.

4. I located the agency, GPP provided the needed encouragement and support I
very much sought. GPP did most of the arrangements in placement at the agency.
The discussion and contracting which went on before the semester began and the work
done by the GPP in the early weeks broke the ice and paved the way for a "successful"
experience over the past few months. In my case, I made the initial contact with
the agency and recieved all the help I required thereafter from GPP.

5. Finding an agency to fit my needs.

6. Acceptance of my wish to intern where I was working already.

7. Arrangement of group interviews and transportation to and from. Help in
formation of resume' and cover letter.

8. The monthly supervision sessions and the competency guidelines.

9. I got in very late to this process, but the GPP gave me suggestions of
agencies to contact, and when I located a placement possibility in Belchertown,
the GPP staff moved quickly and effectively to set me up as an intern there.
Since I didn't have a lot of choice in where I did my internship, because I was so
late - so most steps were bypassed, except that I wrote down my interests in
the field. These were put on file, and we had a good preliminary meeting with
the agency to set up the internship.

2

How could we improve our efforts? Be specific.

1. I really can't think of how I would do it differently.

2. The GPP has done everything possible, I think.

3. I cannot think of any improvements.

4. Making sure that proper agency supervision is given to interns.

5. I think it would be helpful to make up an informational packet about
what is involved in an internship and the different types of agencies that a student
could be placed in.

6. ———

7. Perhaps, if search for internship placements and actual visits to agencies
should be done earlier in the semester, and not wait until December.

8. The only thing I would add would be that the GPP supervisor spend an entire
day with the intern at the agency so that he/she may get a more rounded picture
of the intern's activities.

9. Extend the knowledge of agencies outside the Western Mass area - I know this
will take a few years, but I think it's a worthwhile direction to move in.

Supervision During Internship

Each student has an agency supervisor and a person at GPP who supervises the
internship.

In what ways, if any, was the GPP supervision helpful? Be specific.

1. Nancy was extremely supportive throughout my whole stay. I called her on
weekends and she always had as much time as I needed. Nancy listens well and
gives good, honest feedback. The one time she felt she could not see the situation
clearly, she asked Suzanne to come in and listen. When I asked Nancy to come
in and have a triad, she certainly said yes. Even before I asked her to, she
offered to come in and talk to both Pat and me.

2. It has helped to put competencies into perspective. They also have been a
support system and questions/problems can be more freely discussed here than
anywhere else.

3. Was always there for support or for any questions.

4. I could privately discuss my concerns to my supervisor. GPP supervision
gave encouragement and offered explanation in depth about competencies.

5. It kept me up to date with my competency completion.

6. Emphasizing the professional aspect of social services while I worked in
a "medical model".

7. In helping out when needed - direction as to where to get help

3.

8. I feel that the supervision was a time for the intern to air his/her feelings and really get some creative criticism on how he/she was progressing. Also the supervisor was enthusiastic and gave a lot of support and positive reinforcement.

9. Helpful as a check and to provide feedback, positive criticism and support in working out problem areas with competencies, interpersonal rel'nships and ideological considerations. A great way to test out ideas, and to have a friend willing to listen in the background at all times.

In what ways could the GPP supervision be improved?

1. ———

2. They could just call each intern every now and then just as a check.

3. ———

4. I have no suggestions; for me, I found supervision abailable when needed.

5. ———

6. none

7. Greater availability; more prompt (although I know you're very busy).

8. I really don't see where improvments could be made. The sessions were terrific!!!

9. ———

Did you find your supervisor from GPP supportive? How supportive?

1. Needless to say I find Nancy very supportive. When the going was tough Nancy really understood what was going on and not only help me see the situation clearly, but gave me a truckload full of positive reinforcement. I felt like she catered to my individual needs.

2. Yes, very supportive. She was always available and very helpful.

3. Very supportive

4. Extremely supportive. When the student is at the agency, he/she is responsible to both the GPP and the agency. GPP can act as a liason between the intern and setting, offering emotional support and academic support.

5. I felt free to talk about any problems that I was having and the evaluation form at the end of each meeting gave me a chance to express other feelings.

6. Absolutely. Above and beyond the call of duty. I was confused and resistant and she hung in ! Help in cutting through red tape when I almost "dropped out" accidentally in fall due to lack of $$.

7. Yes - gives encouragement ; makes feel good

8. Yes - very much so ! I never knew anyone could be as supportive as they were!! The enthusiasm and support was phenomenal!!

4.

9. Very supportive - Nancy was always very positive and helpful - pointing out our strengths, along with areas to be worked on and improved. Very encouraging and inspiring to work with.

Was the atmosphere during your meetings one in which you felt you could be open?

1. Extremely so, and not only was I open with Nancy, she also shared some of her experience with me.

2. Yes, always.

3. It was very comfortable and open.

4. Yes, very much so! I could and did-- talk about everything and anything which concerned me. My supervisor encouraged honesty and openness.

5. Yes

6. Absolutely yes.

7. Yes.

8. Yes definitely so, and I believe I truly was.

9. Yes, Nancy set the framework for honesty. I wasn't embarassed to talk about mistakes, problems, mess ups, as she appeared very human and sympathetic toward hearing about experiences.

Did the supervisor help you to move toward the goals you had set for yourself in your internship? If you can be specific, please do so.

Yes, especially when I did not want to finish my speaking competency Nancy more or less hold me I had to do it - I am glad she did. Nancy understood my fear and said things accordingly. I also appreciate that she wanted me to do a write-up on how I would do the newsletter differently and what I learned from it. This helped me understand my own mistakes.

2. Yes, she gave me feedback that she had gotten from the agency and helped me to figure out where I was going - how to achieve by goals in a clear cut way.

3. My supervisor ultimately knew I wanted to get casemanagement experience in. So she was sure to check up frequently and see if this was occuring.

4. Yes! As my experiences at the agency took place so progressed the shaping of my goals. I needed assistance as my goals changed. As my goals became final, supervision from GPP allowed me to move toward and realize them.

5. -

6. She helped me figure out my goals. I was aloft in vague ideas and I learned to accept the reality of jargon and professional approaches that can make clear actions oft of ideas. Clarify ideas into goals. Practical steps; grounding of loose philosophy.

7. Yes - let know what had to be done.

8. Yes. The supervisor helped me to become more independent and rely on myself more and develop my skills in my own fashion.

ა.

9. Yes, she helped me to try out new things - i.e. to do group presentations, to be more organized in presenting, to deal with frustrations better or understand what they stemmed from.

What advice do you have for a student who will work with this supervisor in the future?

1. Just be as open and honest as you possibly can - even tiny little things that you may think nobody else feels, share them. It helps me to talk about it and usually a person listening can put things in perspective. - Talk about your hard times as well as the yoyous ones and keep on reinforcing you.

2. Seek help if you need it! ! She's always willing to help. Don't feel funny about asking questions.

3. Be honest and open.

4. Keep asking questions! feel free to express whatever concerns you may have. Although you may not yet know it, your supervisor help may far exceed your expectations as to what assistance she can afford. - Be clear, concise and responsible in your decisions and goals. Your supervisor will go half way with you, but you must do your share. Don't worry too much.

5. Wonderful person - be open, honest and seek her advice.

6. Accept practical advice - it works . Ideas can remain pure but there's no action without practical skillful steps and Suzanne knows what the steps and words are. Making concrete the vagueness of social science.

7. Be open; this supervisor wants to know very much what you are thinking and feeling.

8. Be completely open and don't hold any feelings back because the supervisor is an empathetic listener who is willing to help in any way he or she can and the only way they can do so is by knowing what it is that is bothering you.

9. Take advantage of the incredible resource, support and friend Nancy can be to him/her. Feel free to ask any questions, advice, etc.

Student Evaluation of Agency

(facilitation of pursuit of major objectives) (1979-80, competencies)

Did the agency provide experiences and access to staff and materials which

enabled you to readily pursue your major objectives of the internship listed

in your individual contract? Please address each sub-topic under major objectives.

If barriers existed, describe them and suggest ways in which they might have

been circumvented.

(.

1.

1. The material was accessable to cafry out most of my competencies. With the
newspaper title contest I did not get much enthusiasm about it and not much
encouragement.
2. With my agency representation, both Cindy and Laurie listened to my speech
and gave good criticism of what to do. Pat told me that she would help me by
looking over my outline, which she did and this helped.
3. I taped a few interviews and never showed them with Pat. I think Pat
did try to cooperate with my helping me to try to understand the service delivery
system, but there were a few conflicts that I am not really sure why they existed.
Part of it was my fear of asking questions, or sometimes difficulties in even
thinking up what questions to ask. I don't really know why this was...yet.

2.

1. Agency representation - sat down with me and explained the whole center, its
functions and staff. Could look up any materials necessary. Provided time to
do it.
2. Program development - let me do my own program my way. Gave suggestions if I
asked. Were very supportive.
3. Interviewing - provided guidance as to how to gain access at Chestnut Ct. What
questions to ask were discussed at several staff meetings.
4. I/R delivery/development was given help in choosing development topic. Was
told possible places to find info. - I/R service was sort of ongoing in that
I was allowed to just take over the office.
5. Group skills - no supervision necessary. Reported on my recreation group. Very
informally reported at intern workshop.

3. Before I was working in the agency I was issued a copy of the "legal
Handbook" which was useful. Every member of the staff was overly helpful
and any questions I had were answered immediately.

4. Yes. Staff meetings, access to files, access to information/referral info.
I got whatever had to be done, done! Staff was not directly involved with my
day-to-day work. There were no problems with regards to seeing or discussing
issues with any staff member. For the most part, all were quite helpful in aiding
my work.

51. Agency rep; all materials were given to me by business office personal
2. group work - some literature was given to me by O.T., could have use more to
understand dynamics of a group.
3. administrative task - purpose and format of my task was written out and carefully
explained by my supervisor.
4. interview - follow-up survey by soc. service dept., followed an interview
schedule.

6. 1. Program dev. - access to patients to start discussion group
2. Agency Rep. resistant and secretiveness re operation of business by owner-
administrator., Unbridgeable barrier, if intern does nursing home again, for
organizational purposes a home in a company (Medrio runs 20 nursing homes & hires
business administrators e.g. Pioneer Valley) would be less shy (maybe).
3. Interviewing In another place, intern might do intake interview or if unknown
to place, do interview. I had all kinds of informal dialogues with patients, but
I learned formal interviewing elsewhere.
4. Group work - invited to start discussion group.

7.

7. Not very helpful as far as staff experiences. More help came from GPP. This agency needs knowledgable people who would be good role models.

8. 1. Agency rep - yes the staff and the materials were readily available, although I must say they didn't book at this as the first priority. The feedback from this presentation was very positive even though.
2. Program devel. and Adm.: I would have to say this was the lowest priority of all my objectives for the agency. They did not take a great deal of interest in the fact that I had to do this task as it could have been pretty beneficial to them. I do think that the time in which I entered the agency had a lot to do with the fact that this objective was not a priority with them. The agency was in a great transition and short on staff and really didn't have the time to give me the supervision needed. I do feel though, once I complete this task it will be more useful than they had assumed.
3. Interviewing: This objective was greatly fulfilled and I had a great deal of cooperation in completing it from the agency.
4. Case management: I must say this is definitely the first priority of the agency and they gave me a lot of supervision and helped me to become a proficient case manager.

9. 1. Agency rep. was provided with good access to all necessary to complete this objective - staff and resources available for questions in prep. of speech, and contact people for places to speak were pointed out to me and introductions made.
2. Group work: suggestions made @ people to invite to 2-1 (two minus one) types of activities to include, and speakers to invite. Lots of support provided for carry-out of group meetings. Plenty of discussion about what the group could accomplish and needs of individual members.
3. Program dev. - was provided with materials on aff. action which Louise had - a model plan and the beginnings of one Louise started - rest was left to me, which was fine - was able to ask questions and for clarification of necessary information about the center.
4. I&R - was provided with several suggestions about areas for I&R, and after I began investigating an area, Louise hooked me up with an excellent resource person at Glass Legal Services. Not quite as much time spent here as I needed, but that was up to me to pursue, not the agency and my supervisors.

Did the agency provide an orientation such that you could develop both a broad understanding of agency policy and function as well as the relationship of your activities to these functions?

1. I don't really understand this question but I think I did develop a broad understanding of agency policy.

2. Yes, in the first few weeks expecially, but it was an ongoing process.

3. The first week I was at the agency I was assigned to a different Case Manager everyday. I feel this was really valuable due to the fact I got to observe six different styles. I also got to talk to each C.M. on a one-to-one basis.

4. Well... yes... but my agency did not present policy to me. They did a good job answering questions regardless of the 'troubles' being encountered at the center. When I left the center for good, I knew in general what the policy of the center was. It still needs further definition. The agency provided me the background information required for the fulfillment of my goals.

8.

5. 5. Yes.

6. Not broad. Nursing supervisor: "We need something for our mentally alert
patients." Medical model is narrow. I "filled a prescription" like a pharmacist!

7. The first week was taken in just getting to know the agency - they allowed for
this.

8. Yes - they spent a good two weeks having me read material about the agency and
my position there; They gave me a lot of supervision and orientation, especially
out in the field.

9.   Yes, the 1st weeks a lot of time spent on orientation to policy, function,
people and procedure. Attended several meetings with supervisor (WMACA abd H/Chic
Reg. Senior Services) to learn about interagency connections. Materials and files
left open to me to browse thru at any time.

Did the agency provide supervision as stated in the contract? Describe the
supervision offered you: (who, concerning what, when and where)

1. Yes, Pat did supervise me as stated in the contract. At the beginning she went
over all the forms that I would be filling out and even a month into the internship
she was still willing to explain things that I didn't understand or had forgotten.
Again there was some type of barrier which prevented Pat and me to work with one
another on a somewhat professional level. I don't think she gave me adequate
supervision but she feels I didn't take enough responsibility to initiate
questions and ask for her supervision.

2. Yes - had an hour session with supervisors Nancy and Barbara ½ each or
else an hour together every other week. I had supervision any other time if
I needed it. They were always there willing to listen and help.

3. During the first couple of week my supervisor provided most of the
supervision. But as time went on I feel all the case managers were my main
source of supervision and I usually went to my supervisor with major questions.

4. I operated for the most part interning in a free-lance style, setting my
own pace and goals. But my supervisor did all she could do for me. She
introduced me to people, shared intimate pertinent information relating to the
center, and encouraged us to do well and to keep our daily work record up to date.

5. Yes. I had continuous supervision by the head of each individual dept. I
work in as well as monthly supervision by my agency advisor, although I spoke with
him at least once a week.

6. Joan, (activities director) helped locate discussion group candidates; discussed
meetings with me and took feedback during the times I wasn't there (from members).

7. On site: very supportive ; was there when needed but let us do what we wanted.
Overall: weekly meetings just to discuss the happenings at the agency - not
specifically our duties. We were basically allowed to do things the way we
wanted to.

8. We contracted for a weekly supervision session of an hour which we did stick
to quite religiously. In this hour we discussed any problems I encountered in my
work and recieved a lot of advice and positive feedback. I also had what one
might call "supervision on the run", in which I could walk in and talk with my
supervisor whenever I had anything to discuss and she was available. These
sessions usually took place in her office or any part of the agency - to answer a
question.

9.

9. Yes, once/wk. meeting for most of internship. Also, was free at all times during the week to ask questions of any staff member. For a few times with just Claire and Louise - most of the time with entire staff on Fri. mornings.

Did the agency perform in a way so as to facilitate your carrying out your specific responsibilities as cited in the contract? Was there flexibility in reevaluation of goals and objectives over the time period of your internship?

1. There was not much flexibility. The contract was changed and Pat did not know about it and she got very upset. Pat didn't think I fulfilled the contract because she did much of the work on the newsletter and the contract stated that I should do more of the work.

2. Yes, but they left most of the responsibility up to me. Yes, I guess so. I didn't change any though.

3. I accomplished everything I had written out in my contract and yes, I feel there was a good deal of flexibility involved in my contract and that was definitely a plus.

4. No problems with the agency with regards to carrying out my responsibilities. There was plenty of room for change in my goal and objective structure.

5. George went over my contract with me at the beginning and end of my internship. We discussed the various ways I might complete each competency. I would not be able to complete my interviewing competency in the rehab. dept. without having knowledge of PT and OT so George made sure that I would have some exposure in the social service dept. where an interview could be arranged.

6. Yes. Joan gave student volunteer Laurie Schqartz to discussion group to facilitate the meeting. With 4 key people in wheel chairs this help was important. She was also responsible, dependable and took initiative.
7. Yes. Joan and I discussed importance of other key activity, exercise, and found it to be just as essential to "mentally alert" as discussion. Our 5 key discussion group people all need and enjoy exercise in addition to discussion.
We allowed Day Care people to join us and it worked well with regular attenders and was only occasionally disruptive.

7. They allowed us to carry out our responsibilities as we saw fit. They were understanding in the time commitment and did not pressure us. More experienced assistance was needed.

8. Yes, to a degree they performed in a way to facilitate me, but the more I look at it they concentrated more on the things I was doing to facilitate them. Again, I believe this occured due to the fact that the agency was in a state which they needed my services. They did provide me with a lot of flexibility and with goals and objectives as the program planning objective was changed a great deal to fit my needs and really did turn out to be quite different than it originally started out to be. The main reason this was changed was because the original task became inappropriate. I'm not quite sure if they were real flexible with this matter because they lacked concern. I do feel if times were different they agency would have concentrated more on my internship as a whole.

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5. Yes, definitely was able to carry out my responsibilities as provided for by agency - they were very open and flexible, made many suggestions and offered constructive criticism, and pointed out things I was missing. Were very flexible in reeval. of goals - helped me make the connections with people I needed to meet to carry out goals of I&R, agency rep, and group work. ; Could have used a little more guidance in the I&R area - feel that was my weakest competency - didn't feel as much room for it within the agency as other competencies and was unsure of how to achieve it - so this needed stronger emphasis by me and more discussion of what needed to be done (mainly more effort by me, not fault of agency).

Would you recommend to another student that they consider placement at this agency? What strengths and areas for improvement would you point to in your discussions with this student?

1. As stated earlier if someone does not need a lot of "stroking" and has a clear, concise idea of what he/she is doing I may recommend this position. There is a problem, though, that in initiating new ideas, they may not get much support for their ideas from the people working at the COA. 0 - It tends to be a stifling atmosphere to work in and not a very 'efficient' office. - So, the experience was good. I learned about social working, but there may be some personnel problems.

2. Yes, I would highly recommend this agency in fact I've done so with my roommate who is seeking an internship for Leisure Studies. - I would suggest that the student decide from the beginning exactly how much time she needs to spend in each dept. (Rec. and Soc. Serv.), x days on each, needs to be determined from the beginning so as not to spend too much time on one side or the other. - I would also suggest she try to get all her competencies out of the way pronto so as to be able to enjoy people at her/his leisure near the end. - Be aggressive.

3. I would state that the agency was a very friendly and warm one. It was a great place to gain experience; a lot of time was spent doing things on my own initiative and I would recommend this position highly to anyone interested in an internship.

4. Yes I would recommend another student to intern at the agency I have just left. They need help and new ideas which a student can bring to them. - The intern assigned to the GFLD COA should be creative and be made aware of the existing "unstructuredness" within the agency. Also, the intern should be made to realize that there is much to do and that a wide variety of efforss need to be applied because of the broad opportunity to engage into many areas of agency work. - I'd recommend that the intern to help promote good will between the staff, seniors and town officials. Games and other activities must be implemented. Work on I/R file and office files as well as proper display of senior literature among many things.

5. This placement will be most beneficial to a student who is interested in working in rehabilitation in the future. My interest is in occupational therapy and thus, I was able to use this facility as a resource in gaining knowledge about rehab. and my own abilities to function as an O.T.

6. Yes. Working with Joan and Rosemary is mind expanding. Open mind, critical mind, flexible attitude (everything doesn't always run as you wish) is important when you have to work "against" the medical model nursing home. Good practice in giving good service in spite of odds. Improvement: Intern might learn more about developing volunteer program or sustaining volunteers in the home, or getting

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community support. We talked about this but I never did anything, having at
that time a prejudice regarding "volunteerism".

7. Only if this agency were to change first (i.e. new personnel); a new intern
would need to be able to work in a confused environment. Specific duties of
the intern should be developed first because this agency might feel you can do
more than you are able to otherwise. Internal conflicts at this agency must be
cleared before another student can enter this agency.

8. Yes. Strengths: The fact that I will be with the agency and more than willing
to help this intern in any way that I can. And, the people at the agency are
truly fantastic, very warm, open and caring. This is one of the things that
really made my internship worthwhile! - Areas for improvement: More supervision
or time designated to completing internship competencies - outside of those
just for agency purposes.

9. Yes, definitely - strengths of agency - extreme amount of warmth and
helpfulness of staff - they became "family" are very open and accessible at all
times. As always, there are personality conflicts among staff - and it is helpful
to be aware of them and not get caught up in them. Open to student to assume
lots of responsibility so step right in and do so and I'd also suggest being very
flexible with scheduling time - as the nature of the agency is to be very flexible
to elderly people's needs, so student must be as well - and try not to get
frustrated with this, as it can be sometimes. Also, a fairly religious environment,
which may be objectionable to some people - the center is located in the Cong. Church
Parish House, so church business is often intermingled, and luncheons do have
a prayer to begin them - made by the Reverend of the church whose office is in
the same building and is around a lot. So be aware of the religious atmosphere -
I could handle it usually, but at times it was a bit much for me. - The center is
not professional in terms of qualifications of staff - however staff is very
knowledgeable of resources in the area, if not of academic areas of gerontology.
They have the practical knowledge of needs needed. So if a student would like
a lot of structure (altho structure could be increased by intern him/herself
to a degree), professional staff and more exposure to the theories and ideologies
of the greats in the aging field, this isn't the place. - If student needs a warm
and secure environment in which to experiment and grow, in practical and interpersonal
ways, this is the place. Lots of freedom to accomplish whatever an intern can-
Exs: of what I mean: staff always eats lunch together, expect to gain lots (of weight) *
be adopted by certain staff members and seniors - etc.. * I'd thought before
I began at the B-town COA that I wanted a more professional experience - but
realized that more important to me was the warmth, flexibility, dedication and large
degree of effectiveness of the Center co-directors, Louise Wadsworth and Claire Oberle,
and all the other staff.

6. Would you have any special advice you would want to pass on to another
intern coming into a parallel role to yours in this agency?

1.. Already stated.

2. Answered in quest #5.

3/ Don't judge it by the first week. Be flexible, Do things on your own.

4. 1) remain neutral; 2) advocate change 3) shout out new ideas—let staff know =
what you think 4) set goals and go full steam ahead 5) do allow self to become
intimidated by staff or seniors (sic) 6) be responsible - don't play the role of
a helpless student and don't be on the defensive. Be brave and direct in behavior.

12.

5 . Have a good idea of what you want to gain from this experience, there are very few limitations as to what you can do at this agency so feel free to set up your own program/s if you some ideas, The people here are very nice and I encourage anyone to talk with them because you can learn more from them and their experiences than from any textbook.

8. Talk to everybody; aides especially and maintenance and housekeeping, nurses, supervisors, kitchen, bookkeeping, secretary, Day Care.   Taste it all. Listen a lot. Put it all together and see where the patient comes out. Bottom of the pyramid!! Try and see what all this organization does for a patient!! Wouldn't it be better to stay home???   Figure out who a nursing home is good for! Owner? The 112 staff for 81 patients?

7. Be diplomatic. Know what you want to do and know where you can go for help.

8. Be alert and self initiated - this agency isn't going to lead you by the hand - you have to put your time to good use on your own. This agency does not create dependency - they have plenty of support to give but not a lot of time to spend giving you guidance in your every move - Experiment - be independent - the internship is what you make it.

9. Try to structure time for competencies fairly early and stick to it as best you can; be observant and ask questions about unmet needs areas and be prepared to develop programs in these areas - Also - try to do some work in Everett Acres if you want exposure to more frail, isolated elders than come up to the center. Set limits with several of the older men - with your time and physically, if necessary - a few are a little too physical. - Be aware than B-town is a fairly conservative town politically and not very aware of racial issues, etc., be prepared for frustration, and possible hurt feelings and or confrontations here - but don't be afraid to state your beliefs when you can - if you feel a good rapport, it probably will do no harm to do so.

Beyond the formally stated objectives, what personal learning or growth goals did you move toward in this experience, if any?

1. I understand better as to what the word professionalism means and what actions are taken accordingly. - I learned about my strengths and weaknesses in the social working field. - I learned I need to ask for help in carrying out projects and to be a leader when I initiate projects, to dole out responsibilities to other staff members is useful and I began to see that although I had a hard time putting it into practice. - I gained confidence in myself about my own capabilities, in speaking to a crowd of people. I learned that I do not have to like everyone, clients and staff alike., but behave professionally towards the ones it's hard to be around.

2. I learned that I could be professional. I also learned a lot about dealing with people in a diplomatic way. Also I learned that it's o.k. to be myself and to work with my own personality to develop my own personal style.

3. I learnt to feel more comfortable in a professional position. I gained more confidence in my abilities. - I met and got to know a group of people who were friendly, warm and very helpful.

4. Learned to become responsible for the carrying out of my contract agreement between the agency and myself. This encompasses much. I gained a great deal of

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confidence in myself to deal with others. I set my goals, did not try to disrupt the system entirely and was consistent in my persistence to do a beneficial "job" for the agency. - I learned how to piece things together as to see somewhat of a whole picture of the agency's functioning. I found I didn't know everything, nor did I attempt to do everything. - I learned how to utilize support systems to aid my work at the agency. Without the help of the GPP this past semester would hardly be called a success. - I learned that the GPP people were for real and were earnestly helping us. Also the people at the center were for real in that I learned much from them.

5. I am more confident about my decision to become an occupational therapist - I know it is a role I can handle.

6. Coupled with sociology of aging, interviewing of council of Aging survey sample and reading of Aging Enterprise, I learned more than I ever have before about how my world works. The rationalization, as in industry, of a "business" like "social service" is both peculiar and inappropriate. Money, power, profit, government in a complex tangle, have caught something in their web. It it a social problem called aging? (Is aging a "problem"?) Or is it old people? The nursing home, as a microcosm of those 4 factors, was my experiential base. I think it is possible to separate sense from nonsense in "helping people"/ but values are no good if not backed by concrete things like $, organization. Likewise more $ or organization don't improvequality of life without human values. Experience and knowledge clarified together.

7. More understanding of others need for support. Understand myself, more now that I've had to work with others.

8. I learned to be more independent and not to doubt my capabilities — go out and try things on my own with great confidence, not insecurity.

9. Ability to deal with phys. handicapped - or at least the beginnings of an awareness of the special needs of the blind and paraplegic - and beginnings of how to be helpful, yet not stifling to people with special needs - they commanded my respect and awe. - Learned that I still had stereotypes regarding the sexuality of older people = these were definitely broken down = many are still, or just are and always were interested in sexual discussions and activity! - Learned that I am often too sensitive - get thrown emotionally by the often tragic lives of some older and/or handicapped people - and that this can be a hinderance in some ways, but also a motivator. - Found it easier after a few months to be directive in listening - i.e. not to let conversation be one sided with me as the ear, but to be more active and positive in conversations - Learned that human services are very frustrating - which makes them doubly exciting and challenging - lots of bureaucracy, and often even more upsetting - families of older people can be very uncaring or neglectful - this is very serious in some cases in town - - Was able to become affectionate with older people, or was given a chance I'd never had to learn to be that way. - Learned to extend and challenge myself in new and strange situations and that they aren't as formidable the second time. - Began to get the feeling for how to aid people physically but not make them feel like babies or helpless. - Learned a little about alcoholism, its phases, and how prevalent it can be in an older population.

14.

1. I have stated most qualifications in previous pages, but I think it is important to have an overall sense of confidence about oneself when going into the Northampton COA.

2. Must be warm and a good listener; must be dedicated and follow through on things; act professionally; be honest.

3. Initiative, confidence, an ability to meet people and fit in easily, motivation, ideas.

4. Responsible, patience, ability to remain neutral, mix with seniors, see need for improvements; desire to learn about the agency's functioning; need to help staff and COA chairman with ideas and policy; ability to get into the nitty-gritty and perform in somewhat of a consultive, professional manner; be honest and direct with self and staff and GPP; insight as how to improve things; must be able to put up with 'petty' issues from agency; must realize that a good job means more than just 'putting' in one's time; have leadership qualities; must contact all seniors and COA members and not be afraid; don't be pushed around and settle for any type of work at the agency, or don't let people (staff) push their work off on you.; must be clear, concise, direct and assertive as to what your goals are and how they will be realized; from the beginning, show them that you mean business. Don't be anyone's goat.

5. Have a purpose for wanting to work in rehab.

6. Activities intern in nursing home:

Re old people: Appreciate a human being in ANY condition.; See through multiple chronic illness to humanity; expect the most decrepit person to be able to do something; overcome the shock that the prevalence of disability - mental and physical - does to you; bring as many as you can to EXERCISE 3x a week, then BE AWARE.   Re nursing home staff: get to know aides enough to share knowledge of their particular patients. They WANT their people in program but aides are busy and need your support; talk to everybody; a positive person from the outside is supportive to : maintenance, housekeeping, kitchen, nursing, activities dir., social worker, bookkeeping, owner admin, day care staff people. Share concerns on particular residents (' patients) with other staff who might add something to your info. Re organization and services to elderly: Observe the medical model. Do a critique. Basic curiosity about human beings and how they organize themselves; questioning approach to values; who needs a nursing home? Who profits most? Alternatives? Understand what the "medical model" is and what sort of person NEEDS medical-hospital type care. Think about rehabilitation. Who could use it.

7. Prior experience with working within a well developed agency. To know how things should be operated; must be mature to handle responsibilities; must be honest and be able to hold things in confidence.

8. Don't be afraid to speak up - ask questions when you need to - be out spoken in a very tactful way.; independence and self initiative; open minded; fast learner; intelligent; motivated; creative; mature ... A person having these such qualifications would be well suited to be an intern in this agency and see it as a valuable experience; A person lacking such qualifications might still find it a very valuable learning experience but may have a more difficult time adjusting.

15.

9. Patience, flexibility as I said earlier, assertiveness in setting limits,
proposing ideas and suggestions, adaptability to needs of the moment, desire
for a family-type environment to work in, with all the joys and problems that
involves. (personality conflicts and also difficulty leaving internship); Interest
in a rural population - both land-wise and with people who have mainly grown up
in a rural environment. Ability to self-motivate, and structure your own
time to achieve maximum - its a very easy place to relax an and socialize with seniors
all day!

In what way has your internship experience had an influence on the following?

Confidence in professional skills: Compared to how I felt before my internship, as a result of my internship experience, I experienced the following feelings of confidence regarding my professional skills:

much less confidence	less confidence	no change	more confidence	much more confidence
			l	ᵀᴴᴸ ll

Sense of Career Direction

Compared to how I felt before my internship, as a result of my internship I experience the following sense of my career direction:

much less sense of direction	less sense of direction	no change	more sense of direction	much more sense of direction
			llll	llll

Commitment to Gerontology as a Career

Compared to how I felt before my internship, as a result of my internship I have the following sense of commitment to gerontology as a career:

much less commitment	less commitment	no change	more commitment	much more committed
		l	lll	llll

How would you estimate your commitment to gerontology as a career right now?

not committed	less commitment	neutral	moderately committed	strongly committed
			l	ᵀᴴᴸ ll

WORKSHOP EVALUATION

Summary statement:

All three objectives of the workshop series, ie. provision of a support group environment, of backup instruction in competencies and of a forum for outside presenters in areas such as career issues, were rated by the students as important. Career issues was seen as the most important and competency instruction the least, although still important, as an objective.

The workshop was seen to be an effective tool in achieving the above objectives. The workshops were seen as equally excellent in reaching the objectives of support group provision and creation of forums for career and other issues. The workshop was seen as less effective in reaching the competency instruction objective, although eight of the nine students still found workshops to be an excellent or adequate tool in reaching the objective.

Recommendations for the future allocation of workshop time among the three objectives suggests some directions for change. Students suggested that about the same amount of time be allocated to the support group objective, but definitely more time to both career and competency instruction.

When asked whether, in light of their agency responsibilities, the students found it difficult to attend weekly workshop sessions, the answer was an unqualified "no".

Most students felt that the present workshop schedule, of weekly meetings, constituted the 'ideal' arrangement. When asked how much workshops could be cut back before usefullness would be significantly jeopardized, most felt that bi-weekly meetings would be needed.

WORKSHOP EVALUATION   Summary ?

The Intern Workshops are intended to serve three purposes:

1. To provide a 'support group' environment for intern;

2. To provide backup instruction in the execution of the required
    competency demonstrations;

3. To provide a forum for outside presenters (usually agency people) who
    would talk about various career issues, special concerns, problems etc.,
    not usually treated in academic courses (such as Lorrie Alexander).

1. How would you rank in importance the three above objectives?

	VERY IMPORTANT	IMPORTANT	LESS IMPORTANT
Support group	6	3	
Competency instruction	4	4	1
Career issues	8	1	

2. How would you rate the effectiveness of the workshop series in achieving
    the above objectives?

	EXCELLENT	ADEQUATE	LESS THAN ADEQUATE
Support group	7	2	
Competency instruction	4	4	1
Career issues	7	2	

3. How would you recommend the allocation of workshop time among the three
    objectives (based on the 1980 Spring agenda)?

	MORE TIME	SAME TIME	LESS TIME
Support group	1	6	2
Competency instruction	5	3	1
career issues	5	4	

4. Did you find it difficult to attend weekly workshop sessions? YES   NO   9

    in light of your agency responsibilities,

3.

5. What do you think would be an 'ideal' workshop schedule?   Check one.

Weekly (16 total)   7

Bi-weekly (8 total)   2

Monthly (4 total)

Bi-monthly (2 total)

6. How much could workshops be cutback before usefulness would be significantly jeopardized?   Check one.

Weekly (16 total) 1   NR: 1

Bi-weekly (8 total)   7

Monthly (4 total)

Bi-monthly (2 total)

7. COMMENTS? SUGGESTIONS? RECOMMENDATIONS?

see over

7. COMMENTS? SUGGESTIONS? RECOMMENDATIONS?

I feel it is necessary to meet at least twice a month to get the adequate support and direction that interns need.

Bi-weekly meeting would seem to suffice. The time and content allocation could be altered, for instance, more work on careers and information dealing with the elderly in general. A great deal of the work can be done on one-to-one contact with the academic supervisor.

The weekly meeting schedule has yielded me an abundance of "good things". These include getting to know other people in the major more closely. Getting to understand something about other agencies. Also, of primary importance is getting to know the workshop supervisor and letting it "all hang out".

All in all I feel that the GPP did an extremely fine job with the intern program. The program far exceeded any prior conceptions I have had about the handling of my internship. Yes, improvements can and will be implemented. My only area of concern lies in the issues of too many meetings and what the content will be.

I would strongly urge workshops to be weekly. They were very helpful to me as well as everyone else I think.

Probably (if) we had a meeting every other week it would be sufficient, but talks like Jaine would probably have to be discontinued. At the beginning of the semester I found it tiring to come to the meetings, but I think that had to do with the newness of everything.

I think weekly meetings were a good idea and the timing was also good.

The competency instruction was not very clear to me. I think the idea is fine, but the actual instructions given for each competency should be stressed. First of all, stressing what a competency really is would be beneficial. Second, emphasizing how this competency should be reached will make the actual task clearer. I think I was completing competencies for the sake of doing them, and didn't really know why I was doing them or what I was suppose to be learning. I realize that there were papers given to us at the first intern meeting explaining competencies, but during the first few weeks at the internship, everything is so overwhelming, that you tend not to remember a lot. What I'm trying to say, is that I think competencies should be explained more!!

Student Evaluation of Gerontology Planning Project -1979-80 - Internship component

Summary _   Part II   Draft

Selection of Internship ;:

The students found the method used by the GPP in selection of placement
sites to be very effective. They noted the leadership and resource-development
role, which the GPP played, and commented positively on the group site visits and
supportive work offered students during the application process. A few students
who arrived late in the process detailed the kind of individualized help provided
them in location of a site to meet their very specific and somewhat atypical needs.
The few suggestions for improvement which were offered included a more extensive informational
packet about the elements of an internship;. provision of information about
internships outside Western Massachusetts, and encouragement to start the placement
process earlier than the last month of the semester.

Supervision During Internship by GPP:

Students were overwhelmingly positive about the individual supervision
given by GPP. The students'

Comments listed services which students valued: : guidance on competencies,
clarifying goals, mapping strategies, increasing professionalism, giving honest
feedback. Great emphasis was given to the availability of effective support. The
supervisors were found to be extremely supportive and the session atmosphere was
found to be an open and trusting one where issues could be discussed and feelings
aired. Concrete help in working towards goals was also cited as a strength.
Recommendations for students working with these supervisors in the future
emphasized maintaining openness and using the supervisors as valuable resources
through questioning, seeking help and accepting direction.

Recommendations for improvement of supervision were limited, but helpful,
including calling each intern on the job now and again, greater availability
and promptness to sessions.

Evaluation of agency –

The evaluations of the agency's role in facilitating the students' pursuit of major objectives, ie. competence acquisition, was quite mixed.

In each setting, some competencies were more suitable than others. Variables which influenced this fit included the goals of the agency, temporary staff shortages due to turnover and reorganization, the degree of organizational development of the agency and personalities of agency staff.

Meshing the competencies with agency policy and resources is to some degree always fitting a round peg into a square hole.

Generally, the students found the staff facilitative.

The agencies' efforts in orienting the student were seen as effective. Some of the factors which influenced competence acquisition also influenced the form and effectiveness of orientation. On the whole, the students gave the agencies positive ratings.

Supervisory meeting

In the initial design of the internship, the supervision arrangement provided for a once-a-week hourly session between supervisor and student alone in an office, plus 'on-the-run' supervision as needed. The reports of the students indicate that although most of the internships started out with this design, some developed another style more suited to the agency "life" within a few weeks. Six of the nine situations reflected this change. Much of it constituted a shift from routine hour-long sessions to a combination of less frequent hour-long supervision exclusively between supervisor and student and more frequent on-the-run supervision, geared to answering specific questions. In some situations, supervision was shifted to someone closer to the intern's functioning, or was conducted through a group session. Only three of the nine followed the original design. Two of these three involved agencies which were better developed and had a more highly structured program. It is interesting to note that there is no apparent relationship between quality of supervision and design. As long as there was enough regular contact of a supervisory sort, the change and a relationship where free and open exchange was frequently possible, design a design pattern in levels. The least satisfactory supervisory relationship was within was the one of the three in which the original design was maintained.

Implications seem clear for future planning: we need to maintain high standards in terms of regular availability of supervision, but need to remain flexible in terms of accepting modifications of the original design in situations where agency patterns seem to require it.

Students listed the following themes as elements of personal learning gained through this experience: understanding what it is to be a professional, becoming comfortable in a professional role, realizing one's own professional style, learning to work with others and understand others' needs, understanding that you don't have to _like_ everyone, but you do have to learn to work with them; acquiring greater confidence, more independence and ability to carry responsibility, acquiring more sensitivity to special needs, dispelling stereotypes, and learning much more about how the world really works.

The agencies were generally seen as effective in facilitating the students'
completion of specific tasks as cited in the contract (the activities through
which they were to acquire the competencies). In one highly unstructured setting,
however, the facilitative help from the agency came in the form of emotional
support, while the technical assistance came wholly from the University .
The agencies were seen as flexible in re-evaluating goals and objectives throughout
the internship. The one instance in which lack of flexibility was noted
appeared in the setting where there was the least satisfactory internship.

Most students (7 out of 9) recommended their agencies as placements for
future interns. All gave helpful descriptions of strengths and weaknesses of
their settings from their points of view.

Regarding special advice to an intern who might enter essentially the
same role, the students had a wide variety of suggestions, many of them very
specific to the setting. Frequent common themes urged: be flexible; be alert,
talk to all staff levels; be self initiated - avoid dependence, remain neutral in
intra-staff conflicts, be diplomatic and know what you want and go for it.

The students statements regarding important qualifications for an intern to
have who might be assuming his/her role were parallel to comments made in earlier
sections with the following interesting additions: Ra old people in a nursing home:
Appreciate a human being in ANY condition; see through multiple chrinic illness
to humanity; expect the most decrepit person to be able to do something; overcome
the shock that the prevalence of disability - mental and physical - does to you;
maintain a basic curiousity about human beings.

The influence of the internship experience on career orientationsisstrong.
. .   of Theestudents indicated they felt much more confident of their
professional skills, had more to much more sense of career direction,
felt more to much more committed to gerontology as a career, and stated that
their degree of commitment to gerontology at this time was strong.

COMMENTS FROM AGENCY SUPERVISORS AT
JUNE 12, 1980 EVALUATION SESSIONS

1. How well did the internship work from the point of view of the agency?

General comments were very favorable.

One agency supervisor suggested that it would be an advantage to the agency to have
the student involved with the agency for a longer period of time. This suggestion was
picked up and amplified by several other group members. The supervisors felt that both
in terms of the usefulness to the agency which comes with familiarity with agency work
and in terms of quality relationships with elderly – that most effective results are
obtained during the second or later time period. They did not recommend changing the intern
time scedule, but suggested that students might take advantage of various field training
options to build continuity in agency settings, such as practicums, work study, inde-
pendent study, as well as internship. Supervisors from agencies where the intern had had
prior agency experience felt that this had, indeed, enhanced the intern effectiveness.

Greenfield COA supervisor stated that the interns' agency work (community elderly needs
assessment) had served a very special agency need and warmly expressed the agency's
appreciation for the quality and quantity of the intern work.

2. How well do you think it worked for the student?

In general, very positive responses.

Some specific comments:

Supervisor observed that intern experience helped student gain sense of career
direction.

Supervisor observed that intern experience helped student learn how to identify problems
and develop solutions. Also, student gained in ability to anticipate problems.

Supervisor observed that intern had demonstrated good counseling skills from outset and
had a concern that if intern had not possessed good skills prior to internship, it would
have been difficult for the agency supervisor to provide on-site training. The group
as a whole agreed with this observation and discussed this concern as a curriculum issue.
They felt that counseling skills should be included in the curriculum as a pre-internship
requirement, either as a regular sequence course or at least on a workshop basis.

Another supervisor emphasized the death/dying aspect of counseling particularly. This
also was raised as a curriculum issue. The supervisors felt that the interns should be
trained in responding to elderly on the issue of death/dying, prior to internship placement;
again either regular sequence course or workshops were suggested.

3. What are your feelings about the agency as a training site, as opposed to the agency
   as a practical experience for students?

4. How does it feel to be in a training partnership with the university wherein both the
   agency and the university have expectations and demands for the intern?

All agency supervisors were very supportive of the concept of agency as training site
and comfortable with the partnership relationship. They did not feel that the paperwork
was burdensome or that the time demands were excessive.

One supervisor stated that the university involvement created a sense of balance. She said that agency people need to have a sense that the university is equally invested in the students learning experience and professional growth. Too often in intern placements, she said, the university involvement is inadequate.

5. What do you think about the competency contract as a way to structure the intersnhip?

In general, very positive responses.

Some specific comments:

Competency structure provides a comfortable feeling of completion.

Competency structure is very useful for student in planning time – making productive use of slow time, being able to plan ahead and organize their tasks.

Competency structure takes the pressure off the supervisor.

Competency contract structure encourages responsibility for the student.

Competency contracts were very useful and it was not ∧ difficult for the agency to arrange the required tasks.

6. Was this competency appropriate in terms of the agency?

7. Was this competency appropriate in terms of the intern's education?

Agency Representation

Affirmative consensus.

Program Development/Administration

Affirmative consensus

Some specific comments:

COA supervisors said that COA's are overwhelmed with programtic responsibilities and that they will always have useful program development tasks for interns to address.

Another supervisor observed that interns provide the important insight of an outsider and make a very useful contribution to the agency in that role.

Interviewing

Affirmative consensus

Specific comment:

Supervisors emphasized the importance of course work in interviewing and counseling in the curriculum as regular sequence courses.

Information and Referral

Affirmative consensus

Specific comment:

Supervisors agreed that it is desirable that the intern be familiar with SSI, insurance, etc. details. However, there was some discussion as to given the amount of detail involved and the constant change in regs, whether the emphasis should be on acquiring information or on how to find information. Supervisors agreed that the how to find approach was prablably best. The use of a workshop to address this skill, with the participation of agency people, was suggested.

Group Skills

Affirmative consensus.

AGENCY SUPERVISOR MEETING: June 12, 1980

AGENDA

I. Agency Feedback on Internship Issues

    A. General Questions:
        1. How well did the Internship work from the point of view of the agency?
        2. How well do you think it worked for the student?

    B. Questions on the Structure of the Internship:
        1. What are your feelings about the agency as a training site, as opposed to the agency as a practical experience for students?
        2. How does it feel to be in a trainting partnership with the university wherein both the agency and the university have expectations and demands for the Intern?
        3. What do you think about the competency contract as a way to structure the Internship?

    C. Questions on Each of the Competencies
        1. Was this competency appropriate in terms of the agency?
        2. Was this competency appropriate in terms of your Intern's education?

II. Fall Conference on the Frail Elderly

III. Formation of a Curriculum Subcommittee

MARCH 1980

RESUME

Suzanne Bevier Whitaker
57 Oak Knoll
Amherst, MA   01002   Telephone: (413) 256-8824

Marital Status: Married
Date of Birth: 1/3/32

EDUCATION:

Swarthmore College Swarthmore, PA	9/50 – 6/54	B.A. with Honors Major: Psychology Minor: Philosophy (double) Fine Arts
New York University School of Education Washington Square New York, New York	9/54– 2/56*	M.A., Psychology & Educational Psychology *I completed a 2 year Masters program in 1 1/2 years. Thesis: Implicit Verbal Chaining in the Mediation of Instrumental Behavior
Boston University School of Social Work Commonwealth Avenue Boston, Massachusetts	9/59– 6/60	M.S.W. Program – I terminated my course of study after one year due to pregnancy.
University of Mass- achusetts/Amherst School of Education Amherst, MA 01003		Ed.D. Candidate Human Services/Applied Behavioral Sciences; Counseling and Aging Dissertation focus: Development of a Competency-based internship program in elder service agencies.

EMPLOYMENT:

October 1979   Project Director
to Present   Gerontology Planning Project
                        Human Services and Applied Behavioral
                          Sciences Division
                        School of Education; Hills South 353
                        University of Massachusetts
                        Amherst, MA   01003

Job description:
Developed and implemented a competency-based
curriculum for Human Development majors with
concentration in Gerontology. Primary respon-
sibility for the initiation, development and
implementation of an internship program involving
community service agencies in aging network.

September 1978 to   Associate Director
November 1979   Gerontology Planning Project

February 1979 to   Counselor
May 1979   Outreach Clinic for Older Adults
    Bangs Center
    Amherst, MA   01002

Job description:
Worked toward development of a clinical treatment
program for older adults; served as organizer and
counselor.

September 1977   Staff Development Worker
to June 1978   Southwest Residential College
    University of Massachusetts
    Amherst, MA   01003

Job description:
Developed course for resident assistants (student
dorm counselors) covering topics of special concern
to this multi-cultural residential college of UMass.
Course material included: racial issues, homo-
sexuality, altruism, group structure and leadership,
counseling skills.

February 1978 to   Instructor in Psychology
June 1978   Holyoke Community College
    Continuing Education Division
    303 Homestead Avenue
    Holyoke, Mass.

    Course: Psychology and Sociology of Aging/
                Gerontology

September 1977 to   Instructor in Psychology
December 1977   Holyoke Community College
    Continuing Education Division
    303 Homestead Avenue
    Holyoke, Mass.

    Course: Sociology of Aging/Gerontology

September 1975	<u>Assistant Professor in Psychology</u> Springfield College Alden Street Springfield, Mass. As part-time faculty at Springfield, I carried a teaching load which ranged from 6 to 11 credit hours per term and taught the following courses: Human Development Understanding the Young Child Psychology of Adult Men and Women Social Psychology Introductory Psychology On Campus Teaching Class size ranged from 6 to Introductory lectures for 300.
(Sept. 1975, 1976)	<u>Instructor in Psychology</u> Holyoke Community College Continuing Education Division 303 Homestead Avenue Holyoke, Mass. Course: Human Development
September 1974	<u>Instructor in Psychology</u> Holyoke Community College, Day Division 303 Homestead Avenue Holyoke, Mass. Course: Introductory Psychology Faculty Advisor to the Psychology Club. We reorganized this group, which had been inactive for some years, and developed a rich program of activities for our weekly meetings. Sponsor: Northampton State Hospital Student Project
June 1974 - 1975	<u>Director, Tutorial Circle</u>, English as a Second Language Amherst Town Committee for International Students (unpaid)
February 1970 to June 1971	<u>Research Assistant</u> University of Colorado Medical School 4200 E. Ninth Avenue Denver, Colorado 80220

Judged protocols in a psychological study
of the effects of varying modes of coping
with defect-related stress on the later adjust-
ment of birth defective children and their parents.

February 1966 to   Lobbyist for consumer interests
September 1966   Colorado State Legislature
                         Colorado Housewives Encouraging Consumer Knowledge
                         964 Malley Drive
                         Northglenn, Colorado

                         Lobbyist in the Colorado State Legislature for
                         this Colorado-based consumer group. It was this
                         group which initiated the nation-wide boycott of
                         supermarkets in 1966-1967, long before 'consumerism'
                         became a household word.
                         (unpaid)

September 1956 to   Program Director, Children's Unit
June 1959   Metropolitan State Hospital
                         Waltham, Mass.

                         Developed and directed an activities program for
                         this children's mental institution during the period
                         in which it evolved from custodial institution into
                         a treatment center. Activities department included
                         four full-time and several part-time paid staff,
                         several trainees, and 200 weekly volunteers at the
                         program's height. Left this post to return to
                         Boston University School of Social Work to obtain a
                         second Masters in order to have the technical quali-
                         fications in Social Group Work to permit my
                         continued training of graduate students from that
                         school.

October 1955 to   Group Worker, Children's Hospital of Philadelphia
June 1956   Bainbridge Street
                         Philadelphia, PA

                         Organized play activities on various hospital
                         wards, helping patients cope with the stress of
                         hospitalization.

OTHER RELEVANT ACTIVITIES:

June 1963   Leader, Workshop: Mental Health and the Business
                         Community. Ellis County Mental Health Association
                         Hays, Kansas   (unpaid)

WHITAKER - 5

June 1975 to
July 1975

Project Facilitator: University of Massachusetts
Continuing Education
Everywoman's Center,
University of Massachusetts
Amherst, MA   01003

Facilitated Career Explorations for Women

Marietta Bisson Taylor
208 Heatherstone Road
Amherst, MA 01002
(413) 253-7261

B.A. Wellesley College, 1958. Wellesley College Scholar.

M.S. Public Health, University of Massachusetts, 1976.

> Area of specialization - Health Administration

> Master's Thesis - Development of a Model for a Department of Human
> Services for Amherst, Massachusetts

> Other publications - Who Needs What According To Whom. Needs Assessment
> Report for the Town of Amherst.

> Bilingual Education Inquiry. Special Commission on
> Unequal Educational Opportunity, Massachusetts State
> Legislature. In publication.

Experience

WOMEN AND CHILDREN FIRST: ALCOHOLIC TREATMENT PROGRAM

Program Evaluator (1979-Present): Designed and implemented program evaluation
plan for women's alcohol treatment program. Women and Children First is one of
of four model programs funded by the Massachusetts Department of Public Health
in 1979. Program includes Day Care component. Position involves evaluation
design and development of all evaluation instruments, staff education, record
review and analysis, preparation of final report.

GERONTOLOGY PLANNING PROJECT/AMHERST CAMPUS

Program Evaluator (1979-Present): Conducted evaluation of an Administration on
Aging funded gerontology planning project at the University of Massachusetts.
Developed evaluation plan which included an extensive survey of students, faculty,
and university administrators, as well as analysis of project records. Prepared
evaluation report. Participated in program planning for ensuing academic year.

SPECIAL COMMISSION ON UNEQUAL EDUCATIONAL OPPORTUNITY, MASSACHUSETTS LEGISLATURE

Research Analyst (1977-1979): Conducted a grassroots inquiry into the status
of bilingual education in Massachusetts. Position entailed research, training
of student interns, development of study plan, development of questionnaires,
school and community interviews, management and analysis of data, formulation
of recommendations and writing of final report. Extensive involvement in state
departments and agencies was required.

TOWN OF AMHERST

Health Advisory Council: Served on Health Advisory Council from its inception in
1972 until 1976. The Health Advisory Council had two major responsibilities during
its lifetime: planning and development for the health center portion of the Bangs
Community Center, and reorganization of the Amherst Public Health Department.
Prepared Certification of Need document and with Karol Wisnieski, Chairman of Board
of Health, negotiated with regional and state health planning agencies to obtain
approval for construction of facility. Assumed leadership role in program develop-
ment for proposed health center.

-2-

Needs Assessment Committee Consultant: Appointed by Amherst Town Manager, 1975. The Needs Assessment Committee surveyed a number of representative populations (providers, community leaders, subsidized housing apartment dwellers, Town Hall Human Services staff) in order to obtain a broadbased perspective of community needs. Developed community socio-economic profile. Information provided in the needs assessment document has been used in the planning, coordination and evaluation of town services and programs.

Program Planning Sub-Committee of the Amherst Board of Health, Chairman (1977): This sub-committee continued program planning and development for the proposed Amherst community health center. An integral feature of the health center plan was that the health center would serve as a central location for area health and social service agencies to provide outreach services on a part-time basis. The sub-committee considered community health and human service needs, identified potential center users, developed questionnaire for recruitment of potential health center users, conducted user survey, reviewed survey responses and made recommendations to Board of Health, and developed evaluation plan for health center users.

Finance Committee (present member): In this time of economic austerity, the Finance Committee faces the difficult challenge of charting a fiscally sound course which balances the need to keep municipal spending within the guidelines outlined by Town Meeting and the responsibility to see that needed services are provided. Finance Committee members need to possess strong skills in program evaluation in order to determine that maximum effectiveness is obtained from the municipal tax dollar.

REGIONAL COMMITTEES

Youth Sub-Committee to the Area Board for Mental Health and Retardation (1974-75): The Area Board (of Mental Health and Retardation) is responsible to the State Department of Human Services for recommendations relating to area program planning and for recommendations regarding the distribution of department funds to youth-serving programs in the region. For this latter purpose, each program in the region was evaluated by the youth sub-committee. A major task of the committee was to help programs improve administrative and evaluative procedures.

OTHER EMPLOYMENT AND PUBLIC SERVICE EXPERIENCE

League of Women Voters. Held many positions at state and local level, over twenty year period. State Legislative Action Chairman, 1972-74. Gained knowledge and familiarity with the legislative process and the organization of state departments and agencies.

Migrant Education Project. Concord, Massachusetts (1966-68): Community organizer.

Phillips Brooks House. Harvard University (1959-61): Companion program, Metropolitan State Hospital for Emotionally Disturbed Children, Waltham, Massachusetts.

Harvard University (1958-62): Personal Secretary and Research Assistant to Christopher Dawson, Chair Roman Catholic Studies, Harvard Divinity School.

-3-

<u>Harvard University</u> (1962-65): Research Assistant, Harvard College Observatory.
Position involved management and analysis of data relating to several astronomy
research projects.

REFERENCES ENCLOSED

ADDITIONAL REFERENCES:

James Collins, (413) 549-6386 (Boston--(517) 727-2584)
Louis Hayward, (413) 253-9708
Anne Grose, (413) 549-2671
Judith Eckhouse, (413) 253-2591

NANCY E. MAKLAN

58 North East Street
Amherst, MA 01002

(413)253-2246

AREAS OF SPECIALIZATION

Adult education/training, education for older learners, pre-service and in-service teacher education, program development, research and evaluation, administration, academic and career counseling.

EDUCATION

Ed.D.   University of Massachusetts, Amherst. Expected date of graduation: September 1983. Concentration: education for older learners/ nonformal education

M.Ed.   University of Massachusetts, Amherst: September 1973. Concentration: special methods and curriculum design for elementary education

B.A.   McGill University, Montreal. June 1969. Major: psychology

WORK EXPERIENCE

January to   **Instructor**, University of Massachusetts, Amherst - of the
May 1982   undergraduate/graduate course: "Psychology of Middle and Old
                Age."

June 1980   **Coordinator**, Undergraduate Program, Center on Aging, University
to June 1982   of Massachusetts, Amherst - responsibilities included:
                - continued development and evaluation of the undergraduate
                  program, grant report writing;
                - liaison work and consulting to community service agencies
                  serving the elderly, training and supervision of interns
                  placed in elder service agencies;
                - weekly workshops on issues in aging, a series of special
                  topic seminars, support group for gerontology interns;
                - series of workshops and support materials on job finding
                  and career development skills;
                - student counseling.

September 1979 **Assistant Coordinator**, Undergraduate Program, Gerontology
to May 1980   Planning Project, University of Massachusetts, Amherst -
                responsibilities included: supervision of interns in elder
                service agencies, student counseling, co-leadership of weekly
                workshops on issues in aging, co-leadership of support group
                for gerontology interns.

January   **Co-Instructor**, University of Massachusetts, Amherst - of the
to May 1980   undergraduate/graduate course: "Community Services and the
                Aging."

September to   **Director**, Senior Housing Recreational Program, Amherst Council
December 1979   on Aging - developed, implemented and evaluated program,
                trained and supervised six university volunteers.

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July 1978 to June 1979	**Assistant Professor**, Faculty of Education, York University, Toronto - responsibilities included: - work on extension of experimental program originated in 1974, extensive liaison work with participating schools, student - teacher supervision, student counseling, support groups for students, host teachers and trainers; - teaching courses in child development and psychology, adolescent development and psychology, philosophy of education, educational methods for elementary school and for adolescents, elementary mathematics, inquiry method in elementary science, interpersonal communication and education.
February to June 1978	**Program Designer**, for Emerson College, Boston - worked with faculty member developing an alternative undergraduate program in the humanities.
June 1974 to August 1977	**Instructor**, Faculty of Education, York University, Toronto - responsibilities included: member of team that developed, administered and evaluated an experimental pre-service teacher education program; teaching education related courses (see above under "Assistant Professor").
October 1973 to May 1974	**Research Assistant**, Faculty of Education, York University, Toronto - responsibilities included: - assisting in development of an 'independent learning module' component for the new teacher education program; produced independent learning modules for elementary education; - development and implementation of program providing on-going supervision of student teachers, acted as liaison to participating schools.
July to August 1973	**Co-Instructor**, University of Massachusetts, Amherst - developed and taught intensive courses for in-service teachers in elementary mathematics, science and social studies.
January to June 1972	**Home Co-Director**, Browndale Homes for Emotionally Disturbed Children, Vancouver - responsible for care and much of the therapy for six children and adolescents.
September to December 1971	**Teacher Aide**, Montessori Day Care Centre, Montreal.
September 1969 to August 1971	**Adminstrative Coordinator**, Department of Speech and Communication Studies, Emerson College, Boston - assisted in the restructuring and administration of the Department; did editing for publications by Department faculty.
September 1968 to May 1969	**Program Designer and Teacher**, Montreal Family Service Association - developed and taught in preschool program for inner-city children.

RELATED ACTIVITIES

Consultant: proposed program on exercise and preventative health maintenance for older persons, to appear on WGBH Public Broadcasting Station, Springfield, MA 1982.

3

Co-Coordinator: Ageism Awareness Day, co-sponsored by Pioneer Valley community
organizations and the University of Massachusetts, 1982.

Lecturer and Workshop Facilitator: presentations on intellectual changes with
aging and educational planning for older learners, presented to university and
community groups, 1980-1982.

Workshop Designer and Facilitator: counseling skills with dying persons and
their families, for Hampshire County Hospice Movement, 1981 and 1982.

Workshop Designer and Facilitator: series on Interpersonal Leadership Skills
for Senior Volunteers, Amherst Council on Aging, 1980.

Co-Chairman: Conference on Working with the Frail Elderly, University of
Massachusetts, Amherst, for community service practitioners working with the
elderly in Western Massachusetts, 1980.

Workshop Designer and Facilitator: workshops on interpersonal communication and
on dealing with "discipline problems" with children and adolescents, presented
to Toronto area boards of education, teacher federations and parent groups.(1978-79).

PRESENTATIONS

"A Program for Careers in Gerontology." Presented in the panel entitled Careers
in Aging, Dr. Ira Hirschfield, moderator. Association for Gerontology in
Higher Education, Washington, D.C., February 1981.

"Educational Opportunities for the Frail Elderly." Presented to Franklin/Hampshire/
Hampton Association of Elder Day Center Activity Directors, Greenfield, MA,
October 1981.

"Education as Prevention." Workshop presented in the conference Primary Prevention
and the Elderly, coordinated by Franklin/Hampshire Community Mental Health
Center, Amherst, MA, June 1980.

"The Aging Process: Issues, Myths and Realities." Presented at the conference
Issues of Long Term Care coordinated by Western Massachusetts Legal Services,
August 1980.

"The Troubled Adolescent." Presented at the EDEX (Education of the Exceptional
Child) Lecture Series, York University, January 1979.

COMMITTEES

Academic Matters Committee, School of Education, University of Massachusetts (1981-)
Literacy Committee, Center for International Education, UMass (1981-)
Arts and Humanities Committee, Amherst Council on Aging (1981-1982)
Gerontology Steering Committee, University of Massachusetts, Amherst (1980-1982)
Three-Campus Gerontology Steering Committee, University of Massachusetts (1980-1981)
Task Force: "The Continuum of Support Required for the Elderly Living at Home,"
    Gerontological Society of America (1980)
York University Faculty Association, Faculty of Education Representative (1978-1979)

PROFESSIONAL AFFILIATIONS

Gerontological Society of America (student representative to the Committee of
    the Behavioral and Social Sciences Section, 1979-1980) (1979-)

4

National Council on the Aging (1979-)
Canadian Association on Gerontology (1980-)
Gray Panthers (1980-)
Northeastern Gerontological Society (1980-)
Massachusetts Association of Older Americans (1981-)
American Association of Retired Persons (1982-)
The Adult Education Association (1982-)

LANGUAGE AND TRAVEL

French: fluent speaking, good reading and writing ability.

Travel and study: the Caribbean, Europe, Turkey, Syria, Jordan, Lebanon, Israel, Japan, Taiwan, Thailand.

References upon Request

Part III - Ways Suggested by AGHE Panel to
Ensure Desired Field Placement Characteristics
Listed in Accordance with Degree of Congruence
of UMA Practices with these Ways

Ways Suggested by AGHE Panel to Ensure Desired Field Placement

Characteristics

Listed in Accordance with Degree of Congruence of UMA Practices with

these Ways

Degrees of congruence: Congruent, somewhat congruent, not congruent.

Congruent:

Communication

    1.Install written "contract" between educational institution and placement institution regarding expectations, content and supervision.

    2. Have faculty present written objectives to agency and to students.

    3. Require three-way agreement between student, school and agency, plus ongoing communication.

    4. Clearly define procedures between university and agency.

    5. Arrange regular contact between agency staff and University.

Supervision

    1.Monitor continuously

    2.Make field coordinator (liason) a full-time position.

    3. Develop criteria for supervisors at setting.

    4. Hold periodic conferences between University and supervisors.

    5. Have good people in charge - person with rank, pay, motivation and intelligence.

    6. Assess students' progress regularly.

Planning

    1. Contract placements thoughtfully.

    2. Conduct on-site observation before assignment.

    3. Match student and placement carefully.

    4. Have people knowledgeable about the agency do the planning.

Committment:

    1. Arrange performance contract between University and agency.

    2: Educational institution should assist agency, give time and
effort to build mutuality.

    3. Pay agency (dollars, consulting time, tuition breaks) for
their cooperation.

    4. Agency must be committed to student; they should assign
responsibility for students to their own staff.

Other :

    1. Hold regular class periods to discuss topics of mutual interest.

    2. Use students' abilities to the fullest.

    3. Require interview between student's adviser and agency.

    4. Involve students in activities relevant to their goals.

Somewhat congruent:

Communication: none

Supervision

    1. Use faculty as supervisor or as liason

    2. Put multidisciplinary program committee in charge.

Planning:

    1. Establish accreditation procedures, criteria for placements.

Committment:

    1. Obtain student stipends.

Other:

    1. Develop field manuals

    2. Use stable agencies, not ones in survival struggle.

Not congruent:

Communication: None

Supervision:

    1. Make randomly-timed visits

    2. Give adjunct university appointments to field work supervisors.

<u>Planning</u>:

1. Involve older persons in planning.

<u>Committment</u>:

    1. Reward faculty who are good teachers of practice.

<u>Other</u>: None

Appendix C

Study of Job Performance
of Graduates

THE MEDLEY-SOAR-TOLEDO MODEL FOR RESEARCH IN TEACHER EDUCATION

STUDENT CHARACTERISTICS

STUDENT TRAINING

STUDENT BEHAVIOR

AGENCY CONDITIONS

HOME and COMMUNITY CHARACTERISTICS

CLIENT BEHAVIOR

CLIENT CHARACTERISTICS: PERSONAL, DEMOGRAPHIC
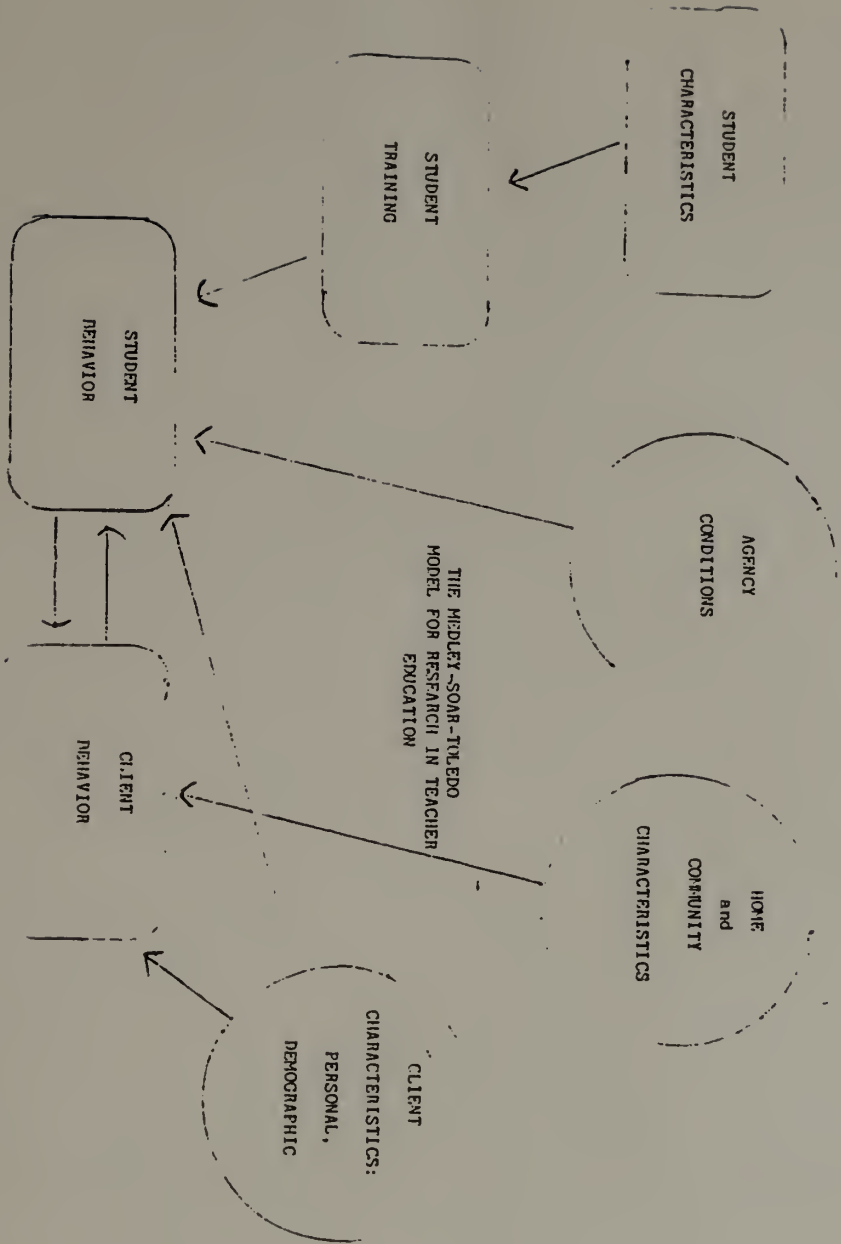
Part II - Agency Forms for
Evaluation of Job Performance

EMPLOYEE PERFORMANCE EVALUATION

INSTRUCTIONS: Read carefully the explanation of points to be considered in rating each of the qualifications listed below. Place a check mark in the column which in your opinion most accurately describes the employee's standing.

Name of Employee _____ Department _____ Date: _____

Number of months employee has worked in current position _____

	E Unsatisfactory	D Below Average	C Average	B Above Average	A Superior
I. JOB ATTITUDES a. Cooperation - ability to get along with others.	Is antagonistic, pulls against rather than works with others.	Is difficult to handle.	Usually gets along with others.	Cooperates willingly, gets along with others most of the time.	Goes along well with others, is friendly and helpful.
b. Initiative - tendency to go ahead	Takes no initiative, has to be instructed repeatedly.	Takes very little initiative, requires urging.	Does routine work acceptably.	Is fairly resourceful, does well by himself.	Is resourceful, looks for things to learn and do.
c. Courtesy	Has been discourteous to public and staff.	Is not particularly courteous in action or speech.	Usually is polite but is not always considerate of others.	Is considerate and courteous.	Is very courteous and very considerate of others.
d. Attitude toward constructive criticism.	Does not profit by criticism, resents it.	Does not pay much attention to criticism	Seems to listen.	Accepts criticism and tries to do better.	Profits by suggestion, changes poor work habits.
II. JOB PERFORMANCE a. Knowledge of job	Has not tried to learn.	Pays little attention to learning job.	Has learned necessary routine but needs supervision.	Understands work, needs little supervision.	Knows job well and shows desire to learn more.
b. Accuracy of work	Is extremely careless.	Is frequently inaccurate and careless.	Makes errors; shows average care, thoroughness and neatness.	Makes few errors; is careful, thorough and neat.	Very seldom makes errors, does work of very good quality.
c. Work accomplished	Is very slow; output is unsatisfactory.	Is slower than average.	Works with ordinary speed; work is generally satisfactory.	Works rapidly; output is above average.	Is fast and efficient; production is well above average.
d. Work Habits	Habitually wastes time, has to be watched and prodded along.	Frequently wastes time, needs close supervision.	Wastes time occasionally, is usually reliable.	Seldom wastes time, is reliable.	Is industrious, concentrates very well.
e. Adaptability	Cannot adjust to changing situations.	Is slow in grasping ideas, has difficulty adapting to new situations.	Makes necessary adjustments after considerable instructions.	Adjusts readily.	Learns quickly, is adept at meeting changing conditions.
III. PERSONAL APPEARANCE Neatness and personal care	Is extremely careless.	Often neglects appearance.	Is passable in appearance, but should make effort to improve.	Is very good in appearance; looks neat most of the time.	Is excellent in appearance; looks very well all of the time.
IV. ATTENDANCE AND PUNCTUALITY a. Absent	Too frequently absent for continued employment.	Not regular enough in attendance.	Usually dependable.	Dependable.	Never absent except for an unavoidable emergency.
b. Tardy	Too frequently tardy for continued employment.	Very often tardy	Punctuality could be improved.	Seldom Tardy.	Never tardy except for an unavoidable emergency.
V. SAFETY PRACTICES	Is disinterested and careless.	Generally aware of safety requirements, but often is careless in practice.	Generally aware of safety requirements and usually careful.	Fully aware of safety requirements and practices safety policies and procedures most of the time.	Is fully aware of safety requirements, practices safety policies and procedures consistently and evidences an active interest.

TURN AND COMPLETE SIDE TWO

QUALITY OF WORK — (Do not consider amount of work) Is work done correctly and accurately? Does work meet the required standard of quality? Are errors more frequent than normal at this stage of training?

Work is carelessly done or not done correctly. Makes errors frequently.	Work not up to standards. Has to be checked frequently to get required results. Work not always accurate.	Does acceptable work. Results meet normal quality standards.	Performs work of high quality. Makes few errors. Work can be depended upon.	Work is of highest quality. Very accurate. Does job exactly as it should be done.

Specific training and supervision needed: _____

_____

QUANTITY OF WORK — (Do not consider quality of work) Does employee apply himself or herself to the job? How does employee compare in productivity with others doing same job with same level of experience?

Slow worker. Stalls around. Low productivity.	Takes it easy. Requires some pushing. Below normal productivity.	Works fairly steadily. Does job in reasonable manner. Does normal amount of work.	Works hard at job. Does more than others doing same job.	Outstanding for amount of work accomplished.

Supporting Comments: _____

_____

ABILITY TO UNDERSTAND AND FOLLOW INSTRUCTIONS — Does employee understand instructions? Can employee remember what to do? Does employee actually do what he or she was told to do?

Requires repeated and constant instruction.	Needs detailed instructions on every point. Must be reminded of original instructions.	Understands instructions reasonably well. Requires only normal follow-up.	Rarely has to have instructions repeated. Understands and follows instructions.	Seems to anticipate instructions with great ease and follows through.

Supporting Comments: _____

ATTITUDE TOWARD SUPERVISION -- What is employee's attitude towards supervisor? How does employee react to instructions? Does employee cooperate willingly? Does employee take criticism open-mindedly?

Negative reaction to supervision and criticism, at times uncooperative.	Not too happy to have contact with supervision. Reluctant to cooperate with supervisor.	Normally cooperative in accepting instructions and criticism.	Pleasant and cooperative.	Fully cooperativ tries to be helpful.

Supporting Comments: _____

_____

PERSONALITY -- Is employee accepted by fellow workers? Does employee get along with other workers? Does employee have any objectionable characteristic which affect others?

Not fully accepted by fellow workers. May cause friction or trouble.	Tolerated by group. Not particularly tactful or cooperative with fellow employees.	Accepted as one of the group. Gets along normally with fellow workers. Cooperates with others.	Well-liked by fellow workers. Cooperates readily. Makes favorable impression.	Functions well with others. Has general respect from others. Shows respect to all members of staff.

Supporting Comments: _____

_____

HEALTH AND PHYSICAL CONDITION -- How does employee's health and physical condition affect his or her work? Supporting Comments: _____

_____

Recent Absences and Punctuality Record (Last 90 Days) _____

_____

-3-

FACTOR	COMMENTS	RATING				
		1	2	3	4	5
JOB KNOWLEDGE & SKILLS — Consider how well and whether the knowledge possessed in relation to those necessary to perform the job.						
QUALITY OF WORK — Consider relationship to standards of performance, evaluates of quality rendered, content, accuracy, thoroughness, and the extent and absence of errors.						
WORK HABITS — Consider punctuality and tardiness, care in the use of supplies and equipment, appearance of work area, orderliness, cleanliness, conscientiousness or industriousness in duties, promptness in beginning work, absences and industry, dependability.						
attitude toward supervision; attitude toward constructive criticism.						
LEARNING ABILITY — Consider speed with which duties are understood, ability to grasp and master new or changing assignments, amount and intensity of supervision required.						

FACTOR	COMMENTS	RATING				
		1	2	3	4	5
6. JUDGMENT — Consider ability to which soundly and appraisingly, to either or reliable in harmonizing and experiences, to discern the relevant, to make mature, logical, and timely decisions.						
7. PERSONAL RELATIONSHIPS — Consider ability to work as a member of a group or team, to cooperate, to maintain harmonious work relationships, in day, largely with the public.						
8. QUANTITY OF WORK — Consider workload to be accomplished, time but in one produce (i.e. extent), consistency of output, amount of satisfactory work completed within given time period.						
9. WORK UNDER STRESS — Consider ability to perform satisfactory work under pressure of heavy volume and/or tight deadlines, to maintain self-control, to cope with the emotional to maintain balance and poise.						
10. OTHER						

THE [   ] HOSPITAL
PERFORMANCE EVALUATION

NAME _____ POSITION _____

P.R. Date _____

Unscheduled E.T. Absences: _____ Satisfactory _____ Unsatisfactory _____

If unsatisfactory, please substantiate: _____

_____

_____

Punctuality: Satisfactory _____ Unsatisfactory _____

If unsatisfactory, please substantiate: _____

_____

The rating for each item is based on observed performance in present position.

	Unsatisfactory	Good	Very Good	Outstanding
Accepting Responsibility and Initiating Action: the amount of personal responsibility taken to complete work, achieve priority goals, and meet department work objectives.				
Adherence to Policies and Procedures: the appropriate use and application of instructions, procedures, rules and regulations.				
Cooperativeness/Adaptability: commitment to objectives of the institution through teamwork, flexibility, recognition of interdependence of departments; acceptance of change, ability to adapt to new or different situations, willingness to work with others toward a common goal; the ability to evidence positive behavior when directed.				
Dependability: good attendance, punctuality; acceptance of extra responsibility (willingness to work overtime, weekends, etc.) when necessary.				
Judgment: obtaining the proper number of facts commensurate with the problem before making a decision from among the actions available.				
Planning and Organization Skills: the ability to identify and assess problems/tasks and their expected result; planning, scheduling of work to get expected results within budgeted time/costs; coordination of own plans with others when interrelationships exist; anticipation of problems.				
Productivity: the amount of work completed in accordance with department expectations.				
Quality of Work: the accuracy with which tasks are performed; appropriate attention to work details; checking own work for adherence to standards (quality control).				
Technical Skill: the possession and application of specific knowledge and skills learned through schooling or experience; keeping skills and knowledge current; acceptance of beneficial new knowledge or techniques to appropriate work programs and problems.				

Overall Rating: _____

Explanation of Overall Rating: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

EMPLOYEE COMMENTS
Employee expectations in job situation, employee satisfactions and dissatisfactions, employee suggestions, other comments

_____

_____

_____

_____

_____

_____

_____

Signature of Employee	Date	Signature of Cost Center Manager	Date
Signature of Reviewer	Date	Personnel/Employee Services	Date
		Administration	Date

To be completed for all Massachusetts Licensed/Certified Personnel —

Mass. Reg. No. RN _____	Expires _____
Mass. Lic. No. LPN _____	Expires _____
Other _____	Expires _____
Verified by _____	Date: _____

Form No. 64370

EMPLOYEE

EVALUATION

NAME: _____   DATE: _____

DEPARTMENT: _____

JOB TITLE: _____

TYPE OF EVALUATION: ANNUAL

PROBATIONARY PERIOD

OTHER

EVALUATION PERIOD:

FROM: _____   TO: _____

_____   _____
EVALUATOR'S SIGNATURE   DATE

_____   _____
EXECUTIVE DIRECTOR   DATE

INSTRUCTIONS

1. EMPLOYEE EVALUATIONS SHOULD BE BASED ON THE INDIVIDUAL'S JOB RESPONSIBILITIES. BASE YOUR JUDGMENTS ON THE REQUIRE- MENTS OF THE JOB.

2. PLEASE READ EACH SECTION CAREFULLY. CHECK THE CIRCLE THAT CORRESPONDS TO THE INDIVIDUAL'S PERFORMANCE. REFER TO DEFINITIONS OF PERFORMANCE RATING #1 - #7 (next page).

3. BE SPECIFIC WHEN MAKING COMMENTS IN SPACE PROVIDED. GIVEN PROPER ATTENTION AND THOUGHT, THIS SECTION SHOULD BE THE MOST VALUABLE PART OF THE EVALUATION.

4. ALL EVALUATIONS MUST BE DISCUSSED WITH THE EMPLOYEE BEING EVALUATED.

5. ALL EVALUATIONS MUST BE SIGNED BY THE EMPLOYEE BEING EVALU- ATED.

6. ALL EVALUATIONS MUST BE SIGNED BY EVALUATOR AND THE EXECUTIVE DIRECTOR.

DEFINITIONS OF PERFORMANCE RATINGS

1. UNSATISFACTORY LEVEL OF PERFORMANCE, CLEARLY   (VERY POOR)
BELOW WHAT IS REASONABLY EXPECTED AND IS TOTALLY
UNACCEPTABLE.

2. POOR LEVEL OF PERFORMANCE, BELOW WHAT IS   (POOR)
REASONABLY EXPECTED BUT SOME PROGRESS IS
EVIDENT.

3. THE EMPLOYEE IS PERFORMING AT AN ACCEPTABLE   (AVERAGE)
LEVEL.

4. THE EMPLOYEE IS PERFORMING AT AN ACCEPTABLE   (GOOD)
LEVEL AND IS MAKING GOOD PROGRESS.

5. THE EMPLOYEE IS PERFORMING AT AN ACCEPTABLE   (VERY GOOD)
LEVEL AND IS MAKING EXCELLENT PROGRESS.

6. THE EMPLOYEE PERFORMS AT A CONSISTENTLY HIGH   (EXCELLENT)
LEVEL.

7. THE EMPLOYEE'S PERFORMANCE IS SO SUPERIOR THAT   (OUTSTANDING)
HE/SHE STANDS OUT AS ONE OF A FEW EXCEPTIONAL
WORKERS.

JOB KNOWLEDGE: THE EMPLOYEE'S KNOWLEDGE OF HIS OR HER PROFESSIONAL
FIELD AND AGENCY POLICIES AND PROCEDURES.

(1)   (2)   (3)   (4)   (5)   (6)   (7)

_____

_____

_____

QUALITY OF WORK: THE   ACCURACY INVOLVED WITH DUTIES PERFORMED. THE
APPROPRIATENESS OF DECISIONS MADE AND THE DEGREE OF
PROFESSIONALISM DISPLAYED.

(1)   (2)   (3)   (4)   (5)   (6)   (7)

_____

_____

_____

QUANTITY OF WORK: THE AMOUNT OF WORK PERFORMED IN A WORK DAY. THE
EMPLOYEE'S LEVEL OF ACCOMPLISHMENT IN CARRYING
SHARE OF THE WORKLOAD.

(1)   (2)   (3)   (4)   (5)   (6)   (7)

_____

_____

_____

DEPENDABILITY: THE ABILITY TO DO REQUIRED WORK COMPLETELY,
ACCURATELY AND ON TIME WITH A MINIMUM OF
SUPERVISION.

(1)   (2)   (3)   (4)   (5)   (6)   (7)

_____

_____

_____

ORGANIZATION: THE EFFICIENCY WITH WHICH AN EMPLOYEE MANAGES
HIS/HER WORKLOAD.

①1 ②2 ③3 ④4 ⑤5 ⑥6 ⑦7

_____

_____

_____

ATTENDANCE: FAITHFULNESS IN COMING TO WORK DAILY AND CONFORMING
TO WORK HOURS.

①1 ②2 ③3 ④4 ⑤5 ⑥6 ⑦7

_____

_____

_____

INCENTIVE: THE DESIRE TO ACHIEVE, TO ATTAIN GOALS AND TO IMPROVE
JOB PERFORMANCE.

①1 ②2 ③3 ④4 ⑤5 ⑥6 ⑦7

_____

_____

_____

CREATIVITY/ THE ABILITY TO COME UP WITH NEW IDEAS; FIND NEW AND
ADAPTABILITY BETTER WAYS OF DOING THINGS; TO BE ABLE TO MEET CHANG-
ING CONDITIONS AND TO SOLVE NOVEL OR PROBLEM SITUATIONS.

①1 ②2 ③3 ④4 ⑤5 ⑥6 ⑦7

_____

_____

_____

INTERPERSONAL SKILLS: THE ABILITY TO RELATE WELL TO OTHER PEOPLE;
                        TACT, COURTEOUSNESS AND SENSITIVITY.

(1)   (2)   (3)   (4)   (5)   (6)   (7

_____

_____

_____

OVERALL PERFORMANCE RATING

(1)   (2)   (3)   (4)   (5)   (6)   (7)

_____

REFER TO PAGE 3 FOR DEFINITIONS OF RATINGS. #1 - #2 ARE AREAS OF UNACCEPT-
ABLE PERFORMANCE. #3 - #5 ARE AREAS OF ACCEPTABLE PERFORMANCE. #6 REPRE-
SENTS EXCELLENT PERFORMANCE. #7 REPRESENTS PERFORMANCE SO OUTSTANDING THAT
THE EMPLOYEE IS NOW SEARCHING OUT NEW CHALLENGES AND RESPONSIBILITIES.

EMPLOYEE'S COMMENTS:

_____

_____

_____

_____

_____

A COPY OF THIS EVALUATION HAS BEEN GIVEN TO ME AND DISCUSSED WITH ME.

_____   _____
      EMPLOYEE'S SIGNATURE   DATE

ECM/mcm
3/4/81   -6-

PROBATIONARY EMPLOYEE PERFORMANCE EVALUATION

Employee's Name _____   Date __6/14/81__

Position Title _____, _____ Agency_____ _____

   This evaluation was made at the end of the ___6___ month of service.

   Relate your evaluation to the employee's length of service. A three-month employee
is not expected to have completely mastered the job. After five months, performance
should be at or near agency standards for the employee's classification.

   At the beginning of each evaluation period, the employee should review this form
and be informed of the factors and standards on which his or her performance will be
rated.

FACTORS TO BE EVALUATED: Evaluated performance on the applicable portions of the listed
factors. Below each factor, note related elements (pertinent duties, any special
agency requirements, related desirable traits or abilities).

EXPLANATION OF GRADING CODES: U=Unsatisfactory: Employee fails to meet agency standards;
C-Conditional: Below standard, but improving and potentially acceptable; S=Satisfactory:
Employee meets performance standards.

FACTORS	GRADING CODES	COMMENTS
QUALITY OF WORK: Accuracy, thoroughness, dependability and (where applicable) initiative and care of equipment and supplies.	U___ C___ S✓ +	Consistently high — performs both case mgt. and outreach duties with thoroughness + attention to detail; always follows thru on assigned tasks
PRODUCTIVITY: Amount of work performed, schedule adherence and (where applicable) organization of own and/or other's work, and versatility.	U___ C___ S✓	organizes self well — has devised own system of meeting varied job responsb. able to be productive within time constraints
JOB KNOWLEDGE: Vocational competence and (where applicable) familiarity with laws or rules, use of equipment, and problem solving in job area.	U___ C___ S✓ +	appears much more comfor. with outreach duties - able to assess clients independently; innate understanding of + sensibility to clients' needs as well as willingness to broaden prof. job knowledge/skills

ental Health Center
Probationary Employee
Performance Evaluation

FACTORS	GRADING CODES	COMMENTS
WORK HABITS: Cooperativeness, interest, attendance, adaptability, tact and (where applicable) personal appearance and dealings with the public.	U___ C___ S ✓	attendance- good; on time presents self well to public - good program representative cooperance + enthusiasric to' work
ADMINISTRATION: (Where applicable) Leadership, cost control, employee relations, staff development, and use of management principles.	U___ C___ N/A S___	
OTHER FACTORS:_____ _____ _____ _____	+	functions effectively as member of treatment team; expresses self well verbally and in written communication

Attach additional sheets for more factors.

PERFORMANCE EVALUATION REPORT

Name...

Department...

Position Title ... Case Manager...

Period of Report From 5/05/80 To 9/05/80

| Type of | ☐ Annual | ☐ Promotion | ☐ Warning |
| Report | ☒ Probation | ☐ Separation | ☐ Special |

Is employee physically fit for job requirements?
(If "no" is checked, explain in Section C)
Yes ☒ No ☐

Key to Ratings:
1 — Unsatisfactory
2 — Marginal
3 — Satisfactory
4 — Above Average
5 — Outstanding

To be completed for all employees:

FACTOR	COMMENTS	RATING 1 2 3 4 5
JOB KNOWLEDGE & SKILLS — Consider how ably (or clumsily) and knowledgeably and carefully (or carelessly) the employee relates to the necessary and essential technical (or professional) aspects of the job		
QUALITY OF WORK — Consider whether the quality standards of performance...		
WORK HABITS — Consider whether the employee...		
ATTITUDE, INTEREST & INITIATIVE — Consider...		
LEARNING ABILITY — Consider speed with which he learns new or modified methods...		
TECHNICAL or PROFESSIONAL KNOWLEDGE & ABILITY — Consider depth of...		
PLANNING AND ORGANIZING — Consider ability to establish meaningful objectives...		

To be completed for all supervisory, professional, and technical personnel; use is optional for other employees:

FACTOR	COMMENTS	RATING 1 2 3 4 5
1. JUDGMENT — Consider ability to that situations and employees...		
OPTIONAL (Complete only if job related on equivalent duties...)		
7. PERSONAL RELATIONSHIPS — Consider...		
8. QUANTITY OF WORK — Consider...		
9. WORK UNDER STRESS — Consider ability to remain calm under stress...		
10. OTHER		
3. DEVELOPING & MOTIVATING SUBORDINATES — Consider efforts to identify and develop...		
6. EFFECTIVENESS IN PURSUING TASKS & ACHIEVING RESULTS — Consider ability...		

(Continue on reverse side)

C. Summary Comments:

*I am aware of
her nonproductive, Sometimes dysfunctional wording; she tends at difficult to properly express my
feelings about her job, and to ask for support when stressed by a particular client's situation*

D. Overall performance during the evaluation period is rated as:

☐ Unsatisfactory ☐ Marginal ☐ Satisfactory ☐ Above Average ☒ Outstanding

(This rating is not determined by a numerical average of the ratings in Part A, as varying degrees of importance placed on those factors frequently makes this impossible. The overall rating represents a composite of job performance in relation to the objectives and standards for the position.)

E. Strengths: Indicate greatest strengths, including, if possible, specific examples.
- Effective at managing caseload & staying on top of paperwork.
- Positive, friendly relationships with colleagues & clients.
- Seems to have good rapport with clients.

F. Areas for Improvement: Indicate areas needing improvement with specific examples of problems that have occurred.
- Major limitations: she still does not take on what she is not ready to handle.
- Can work on organizing data, determining what is relevant info, and what is irrelevant or "hearsay".
- Needs to be able to distinguish between situational depression & pathological depression, so that
- Should continue work on building value judgments & forming fully objective.

G. Potential for Growth and Development (supervisory, professional, technical, personnel only):

II. Recommended Developmental Activities:
Study mental health issues that affect children & how to work therapeutically with children & their families

Signed....9/07/80........ .... Casework Supervisor
Date   Title

I. Comments of Rater's Immediate Superior and/or other reviewing official(s): 9/10/80 10/16/80 Manager

9/10/80 ....
Date   Immediate Superior or Other Rater   Title

.... A.D.
Signed   Title

J. Certification by Appointing Authority or Designated Official:

Signed........ ....
Appointing Authority or Authorized Representative   Title

Sept 16 80 ....
Date

K. This performance evaluation report has been discussed with me, and I have received a copy. Signing confirms that I have read this evaluation. It does not necessarily indicate agreement.

Signed ....
Employee   Title

9/9/80 Case Manager
Date

PERFORMANCE EVALUATION REPORT

GOALS FROM LAST YEAR (Main Objectives)	ACHIEVEMENTS	COMMENTS
1. To become more proficient in Case Management skills. i.e. interviewing, counseling etc. To become more familiar with community resources.	In this process, I got a lot more knowledge about elderly issues. I anticipate being effective in this role as case manager I have the basic skills needed for job.	Seems to be comfortable & effective.
	Is more confident about interviewing skills... Has attended some training in family counseling.	

GOALS FOR NEXT YEAR

	PLANNED EMPLOYEE ACTION	PLANNED SUPERVISOR ACTION
Work Performance	1. To continue to work on managing her workload. 2. Fine & prioritizing workload & allow time for extra involvement with clients. Will look into attending workshops	1. Find ways to increase her efforts thru support, her efforts, allow informal supervisory guidance. Encourage & help with actual
	2. Continue or continue various technical skills training.	training. Allow competence, financial reimbursement. Do in-service training in this area etc.
	1. To improve skills in working with families of elders. 2. To build her counseling skills/training.	
Professional Growth — Will continue to coordinate widow to widow support group. Try to get more active participation in group & skill development	1. Would like to have more time to serve to 2. Give to certain clients/continue intensive case management.	1. Find ways to increase her support. 2. more efficiently allows time, save further involvement.
Personal Needs		
Frequency and Type of Supervision: group supervision 1 hour of supervision/ group as needed.	Supervision E.O.W. + informal group supervision of case staff mtg. 2 hrs/wk	Supervision of work in office
Methods used in determining evaluation:	Observation of case	work in office
Discussion between Caseworker Supvr. Informal + formal supervision, Observation of	supervision. Observation of	
Monitoring of case files. participation		
Reviewer's additional comments: very capable, a breath of fresh air in the A.C. would enjoy assume it likely to work with	**Employee's comments:** I feel enjoy my work and highly productive, accurate and a beneficial learning experience	

Reviewer's Signature: _____ Employee's Signature: _____

Date: 9/04/80 Date: 1/4/80

6/80 Iam

Part lII

Correspondence with
participating graduates
and agencies

(Letter to agency soliciting cooperation)

The Gerontology Planning Project of the University of Massachusetts at Amherst is in the process of evaluating the job performance of the graduates (spring,'80) from its Human Development/concentration Gerontology Major and associated interns.

The worker in your agency who was associated with the program is We have discussed the project with her and are happy to say we have her cooperation and permission to have access to her work evaluations.

In order to learn about the effectiveness of our program in preparing workers for actual practice in the field, we need to compare work performance of our program graduate with that of a matched, or 'control' graduate from another program. We ask that the agency make available to us a copy of work evaluations of our former student and that of an anonymous 'control'. The standard in-house instrument employed for routine, periodic evaluations is appropriate. Many agencies have a regular three-or four-month "probationary" period evaluation which is complete and on file. This material provides most of what we need. There are two additional kinds of information which we request. Each quality should be rated on a five-point scale, in addition to essay-type responses to the item. Many agencies have a five-point scale built into the rating sheet. If your agency does not include this-kind of measure, we ask that you look at the enclosed sample, and simply add such a rating. We request also a rating on an additional quality, often not a part of agency evaluation systems, called: 'job knowledge and skills'. Note the enclosed rating sheets for this item.

The matching of the experimental and control subjects is important in allowing us to isolate factors pertaining to our program input. We ask that the workers be matched in the following way:

1. Supervisor. The experimental and control workers should be supervised and rated by the same person.

2. Sex. The gender of the graduates should be the same.

3. Period of time at the agency. The work evaluations should pertain to a time period of similar duration at the agency. The routine "probationary" period evaluations, or annual evaluations are appropriate.

4. Age. The workers should be approximately the same age. For someone in their 20's, another worker in their 20's would be appropriate, etc.

5. Years of education. The workers should have experienced approximately the same number of years of post-highschool college or college-level education.

Three items need to be prepared: A Background Information sheet and a job knowledge and skills rating,(see enclosed) and a copy of the standard agency evaluation (with five-point scale). These three items are needed for EACH of the two workers, experimental (UM/A graduate) and control (other program graduate).

We very much appreciate your helpfulness, and anticipate that we will be able to use these data to direct modification of the program such that we can improve our ability to prepare students for effective functioning in the field.

                              Sincerely,

Check one: UN/A Project Graduate _____

                Control graduate _____

Additional Rating

The UN/A Project would like additional material beyond that provided by your

agency's evaluation form. Please rate each worker on the following dimension:

Job knowledge and skills –   Comments   Rating (circle one)
   Consider basic skills and
abilities and knowledge   1 2 3 4 5
possessed in relation to
those necessarty to perform
the job.

Date of rating_____

Note: The rating dates on the standard agency form and the 'job knowledge and skills'
dimensions may differ. This difference will be taken into consideration in data analysis.

A Sample Rating with Five Point Scale

Item	Comments	circle one 1 2 3 4 5
Attitude towards constructive criticism		

Background Information

Agency_____

The supervisor who issued the evaluations should be the same for both workers. Please Indicate:	Experimental subject	control subject
	_____	NO NAME..........
	same supervisor as control subject	same supervisor as experimental subject
	yes-_____	yes _____
	no _____	no _____
	if no, comment. in space provided below	if no, comment: in space provided below
Sex of worker	_____	_____
Date worker evaluation form was completed	_____	_____
How many months had worker been at agency at time of evaluation?	_____	_____
How many years of education had worker experienced after highschool in college or college-level specialty training?	_____	_____
What kind of college- or college-level program did the worker take? (B.A., B.S.N., Assoc. degree, certificate program, other)	_____	_____
What was the worker's major field of study? (eg, counseling, nursing, human development, gerontology, english, etc.)	_____	_____

Space for comment re supervisor:

SUBJECT PERMISSION FORM

Dear

The Gerontology Planning Project of the University of Massachusetts at Amherst
is in the process of evaluating the job performance of the graduates (spring '80) from
its Human Development/concentration Gerontology Major and associated interns.

In order to learn about the effectiveness of our program in preparing workers for
actual practice in the field, we need to compare work performance of our program
graduate with that of a matched, or 'control' graduate from another program. We ask
that the agency make available to us a copy of work evaluations of our former student
and that of an anonymous control graduate. The standard in-house instrument employed
for routine, periodic evaluations is appropriate.

The information gathered from these sources will be kept in the strictest confidence,
and will be expressed in statistical form and other forms which protect the identity
of the participant.

We ask for your permission to utilize the abovementioned evaluation materials
as they concern you.

We would very much appreciate your cooperation. Learning about on-the-job
performance is critical to understanding how to prepare students for the world of
work, and we wish to be able to modify our program materials to better prepare
future students for this challenge. We hope you will enjoy knowing that you have made
a contribution to others through this effort. Benefit may accrue to you directly,
as well, in that an analysis of project results forthcoming on completion of this
study may help you to see what qualities are deemed of value in work success, and
how your background relates to these qualities.

You are free to withdraw consent and to discontinue participation in the research
procedures at any time without prejudice to you.

                                         Suzanne Whitaker
                                         Gerontology Planning Project
                                         Hills South
                                         University of Massachusetts
                                         Amherst, Mass., 01003

I hereby grant permission for evaluation materials concerning my job performance to
be utilized as stated above.

                    _____

                        (Signature of project graduate)

Date of signing   _____