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EVALUATION OF A FAMILY AND COMMUNITY SERVICES
FIELD EXPERIENCE PROGRAM.

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Evaluation of a Family and Community Services
field experience program

by

Earline Strickland

A Dissertation Submitted to the
Graduate Faculty in Partial Fulfillment of
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INTRODUCTION

Historically, home economics has been concerned with developing and promoting social, economic and technological innovations which would enhance the quality of life for man and his environmental conditions. The rapid depletion of essential resources and the new needs the environment has imposed upon man, as well as the new means at man's disposal for meeting these needs, have forced home economics to focus more on the man-environment relationship. One of the changes of educational institutions was the focus on the area of community services. The newly designed community service program at Mississippi Valley State University, and similar programs elsewhere, were established to study man and his near environment through more direct association and involvement.

In an effort to make students in community service programs more sensitive to people and the community around them, a practicum course was incorporated into most of these programs. The field experience provides a means for students to experience interaction with various agencies and families within a community; the experiences can be evaluated later in the classroom.

Over the past several years assessing the performance of students in field practicum has become a primary concern of those charged with the responsibility of carrying out such programs. Educators, planners, and policy makers believe the evaluation of the program's outcomes provides the verification needed in deciding upon the future of the program. It further leads to the discovery of facts that explain outcomes, make goals

specific, and improve the delivery of services. Sufficient evidence is available to establish the fact that determining program outcomes and appropriateness can be based upon evaluation research, and further, that such a procedure has been used to generate a program that is highly satisfactory. In spite of the concern for program evaluation, a review of literature suggests that the evaluation of students' practicum in community service programs has largely been ignored despite its recognized importance as a part of the community service program.

Purpose

The evaluation of students' performance provides an indication of effective classroom instruction and consequently can be used to clarify objectives and improve role competency in the field. Effective evaluation devices contribute to the fulfillment of field experience goals. In current literature, few of these instruments were identified and many educators and agencies were dissatisfied with the present pattern of evaluation of students' field practicum in the community service program. Therefore, the purpose of the present study was to assess the feasibility of the Family and Community Services Program at Mississippi Valley State University. Specific objectives were to:

1. Provide a description of the need for the Mississippi Valley State University Family and Community Services Program including a description of agencies available for student placement.
2. Assess personal growth of students involved in the field experience program by agency and college supervisors and through self-assessment.

3. Assess the strengths and weaknesses of the program as perceived by students and agencies.
4. Delineate future needs of the program in relationship to personnel, program dimensions, facilities and resources.

Assumptions

1. The field experience component of the Family and Community Services Program contributes to students' personal growth.
2. Students can identify their strengths and weaknesses using the assessment device developed.

Limitation of the Study

The present study was limited to the students enrolled in the Mississippi Valley State University Family and Community Services field experience program spring, 1975, the agency supervisors who participated in the field experience program spring, 1975, and the Family and Community Services Faculty.

Definition of Terms

Since the terminology used in field practicum programs is so diversified and practices differ among institutions, definitions for several terms have been accepted for this study.

Field practicum

A supervised educational experience provided for undergraduate students within a social welfare or community service agency for a designated period of time. Field practicum is often used interchangeably with field experience.

Field supervisor

A person who supervises the student trainees while they are involved in the field experience program.

Student trainee

A college student who is engaged in an assigned field practicum program.

College supervisor

A regular college faculty member who assumes the responsibility for the field practicum program of student trainees in conjunction with the field supervisor.

Agency

An institution providing clinical experience for student trainees.

Evaluation

The systematic process of determining the effectiveness of educational endeavors in the light of evidence.

REVIEW OF LITERATURE

In recent years educators have begun to recognize the relevance of practical activities to the educational process. Almost universally, educators praise the practical activities of the students, but seldom do they take the logical steps of evaluating such programs. A review of literature suggests that the evaluation of field experience program has largely been ignored despite its recognized importance as a part of many educational programs. Only a few studies were found which assessed the students' performance during their off-campus experiences.

Because of the general philosophy held by Mississippi Valley State University since its inception has been to provide training and educational programs to meet the needs of the people it serves and the nature of the Family and Community Services Program at the University background information was included in the review of literature.

The review of literature in this study consists of background information relating to Mississippi, the need for field experience programs, and closely related literature.

Mississippi: Development from 1900 to the Present
Mississippi as a Whole

The progressive period

The early years of the twentieth century were filled with many changes as young and different leaders assumed their various positions in the state. As critics of government, they were able to win support from the legislature and administration officials to try new methods in the improvement

of education, public health and care of state prisoners.

Economy During the early 1900's the cotton culture was threatened by the presence of the boll weevil and farmers were forced to try diversification of crops. Many of the farmers tried dairying and the raising of beef cattle. However, one of the major obstacles with diaring and beef cattle raising was the presence of tick fever. This fever was very difficult to control; therefore, the farmers had to look for other self-supporting crops. They tried peanuts, ribbon cane and truck farming. Since the farmers knew very little about packaging, grading, and marketing, these crops proved to be financial failures. Finally, many of the farmers turned to dairying and building of creameries to process the milk. These industries began to grow and improve the economic welfare of many farmers.

In an effort to make the cotton culture more profitable, the cotton seed mills began to use crushed seeds for oil, meal and hulls. However, this industry was unable to make a significant contribution for a long period of time. Therefore, the citizens put forth effort to promote additional industry in the state. From 1905 to 1907, over fifty million dollars had been invested in business and industrial corporations as mercantile, lumbering, banking, railroad companies, cotton warehouses and cotton oil mills as well as numerous miscellaneous manufacturing companies (McLemore, 1973).

During the same period, the state expanded the utilization of its natural resources. The greatest natural resource of Mississippi at this time was virgin forest; therefore, the greatest industrial expansion was the lumber industry. According to a Census Report for 1908, Mississippi

ranked third in the nation in the production of lumber. This included the hardwoods from the northern part of the state as well as the yellow pine from the southern part.

Population trends While industries were moving into the state, the distribution of population began to change. This trend was reflected in the growth of Jackson, which had a large share of lumber and cotton seed mills. The railroad intersections made the capital a trade center, and Jackson acquired a larger percentage of the Blacks when they began to leave the farm to seek employment in town. In addition to working in factories, the Blacks began to acquire land and build small business enterprises such as banks, bakeries, drug stores, mortuaries and theatres (McLemore, 1973).

Political changes During the same time in which the state was expanding its economic potential conditions, important political changes were also taking place. For the first time, in 1903, Mississippi used the direct primary to select candidates for the party. These candidates were known for their conservative views, and there were only a few issues on which they did not disagree, especially those related to school funds.

Under the administration of Governor Noel, elected in 1903, several educational improvements were made. Schools were consolidated to eliminate the one teacher type school and school buildings were updated. Better educated teachers and the selection of uniform textbooks were considered to be two of the most important improvements made by the Governor and his administration (Bettersworth, 1959).

Penitentiary reform In 1906, changes were made in the administration of the state penitentiary. The state penitentiary was placed under an elected board of trustees, which ended the practice of leasing prisoners to private individuals. Between 1908 and 1912, the prison reform act was revised to limit the wages that the board of supervisors could pay prisoners for work done on the highways or county farms (Bettersworth, 1959).

Child labor The spirit of change was also reflected in a law to regulate child labor. In 1908, a law was passed which set the minimum age limit at twelve and established a ten hour day work period. The progressive period was considered to be a time of action for all public officials and a period in which effective changes were constantly taking place in the state (McLemore, 1973).

New directions in politics

In 1948, Mississippi developed a political process which helped it adjust to the realities of the postwar years. Several social and economic changes were reflected in the political life of the state, such as the shift from an agricultural society to an industrial and urbanized society and the migration of Blacks from the farm to the cities. During 1948, the state began to feel some of the political tensions which had resulted from the social and economic dislocation of the war.

When the legislature convened in 1948, it adopted progressive legislation which included a Workmen's Compensation Law. Other significant legislation was enacted in the area of conservation and governmental reorganization. New emphasis was also placed on educational needs (McLemore, 1973).

Break in political party In spite of the progress made by the state during this time, the Civil Rights Program was being opposed and Mississippi political leaders began to advocate a break in the National party. The most direct and immediate results of Mississippi's defection from the Democratic party was the loss of patronage by the Mississippi congressional delegation. The patronage issue continued to be a source of discontent within the Democratic party for at least three years. In the meantime, the state was busy trying to make improvements in its schools and highways. The state was also renewing its efforts to attract new industrial plants and to provide jobs for farmers who had been displaced by the mechanical revolution in agriculture.

During 1948-1956 there was a significant change in the state's politics. The state was busy reassessing its relationship with the federal government and the entire nation. At the same time, there were some profound social changes taking place such as the diversification of the economy and the increased urbanization of the state. Although many of the political leaders did not notice these changes, the transformations were affecting the political battles of the fifties and sixties.

Cultural activities during the twentieth century

The political and economic impact of the Spanish-American War began to bring Mississippi back into the main stream of the cultural life of the nation. From 1898 forward, Mississippi began to acquire the attitudes and skills necessary to cultivate the cultural changes it experienced in the twentieth century. Some of these changes were in religion, education, libraries, museums and recreation (McLemore, 1973).

Religion Religious organizations were major cultural forces in the state, and they continued to be throughout the twentieth century. The Protestant denomination dominated the religious cultural forces in the state; however, smaller denominations were centered in the cities and towns.

Libraries The first free public library was developed in the early part of the twentieth century. However, it was not until 1926 that the state actually promoted free public library services. In 1940, the state began to give financial support to county and regional libraries in an effort to assist in upgrading their facilities.

Museums Mississippi has been fortunate in organizing both public and private museums which have been successful in supplementing the general cultural activities throughout the state. These museums vary in type and purpose and contain interesting and valuable collections such as relics of the Indian tribes who first inhabited the area and souvenirs of peace and war from the early years.

There was acceleration in the development of all phases of cultural and recreational life in the state during the latter part of the twentieth century. This may be attributed to the increased amount of leisure time, the influence of education and the increase of wealth.

Medical and health services in Mississippi

Some of the most outstanding advancements made in the state during the twentieth century were those in the area of public health.

Health and welfare programs The state health and welfare institutions included hospitals for the mentally ill, the mentally deficient, those with tuberculosis and the blind and deaf. Since 1953, all 82 counties in the state have provided health services through their local health departments. The departments were designed to carry out a state-wide program which provided for: preventable disease control by inoculation and other means; supervision of local sanitation; maternal and child care; dental health; school health programs; general public education in the health field; nutritional assistance and mental health aid (Betterworth, 1959).

The State Board of Health also provided other state-wide functions such as the operation of a Hygiene Laboratory in Jackson for the purpose of testing water, milk and some foods; and the testing of body specimens and rabies suspects. There was also a program for factory inspection and supervision in matters of industrial hygiene. In an effort to maintain adequate reporting facilities on health statistics, a Bureau of Vital Statistics was created, with registrars of births and deaths located in each county.

In order to keep abreast in medical education, the state maintained the University Hospital in Jackson. Its facilities were supplemented by charity hospitals at Meridian, Vicksburg, Laurel and Natchez.

The Federal-State Public Welfare Program was administered through the Department of Public Welfare which was responsible to the State Board of Public Welfare. This Board was charged with the responsibility of supervising a variety of social services including care of the aged, the blind, disabled and dependent children. The State Welfare Board work was closely

coordinated with that of the county welfare department. It served as a means for channeling certain federal welfare aid to the people within the state. The state continued to collaborate with other agencies, institutions and groups in an effort to coordinate resources to achieve better health services for Mississippi.

Education in Mississippi from 1964 to 1974

During 1964, changes were taking place in public education in the state. Title IV which provided for non-discrimination in federally assisted programs, and the desegregation of public education were of great significance to public education. In 1965, Mississippi drew up its proposed plan of compliance and submitted it to the United States Commissioner of Education. With its approval, the State Board of Education began to work with the county and district boards of education to work out compliance plans to avoid the loss of federal funds. The superintendent of education and his staff worked with local boards of trustees in helping them work out their problems. By 1970, Mississippi had 148 school districts operating on a unitary basis (McLemore, 1973).

In 1968, the superintendent of education adopted a salary scale for teachers; amended the minimum education program law to allot teacher units on the basis of the current year's daily attendance, and expanded the early childhood education program.

Accreditation Emanating from the 1970's regular session of the legislature was the legal accreditation of schools. This was the first time in history that Mississippi had legally accredited schools. With the enactment of this legislation, Mississippi became the fifth state

to have public elementary and secondary accredited schools. Prior to this time, the accrediting of public schools was done solely by the two state professional educational associations. One of the processes of accrediting schools was the development of standards by which the educational programs could be measured. Some specific areas in which standards were written included: curriculum, personnel, buildings, equipment, instructional materials and libraries. These accrediting standards were developed in an effort to stimulate and motivate school improvement (Johnston, 1973).

Education during the 1970's was also concerned with providing services for preschool children, adults and the handicapped. The State Department of Education cooperated with local school districts in providing programs for children to meet the diversity of needs.

Civil Rights requirements The public schools of the state during 1971-1972 continued to make adjustments necessary under the desegregation plan. During this time, the schools experienced relative calm and tranquility. Administrators and teachers were working toward improving the instructional program. New teaching methods, procedures and devices were being employed in most of the school systems.

Although the conditions in Mississippi have improved and advancements were made in various areas as education and civil rights during the twentieth century, the living conditions of the poor, especially in the Delta, are still deplorable. The state continues to maintain a stronghold to segregational activities which to a great extent eliminate the Blacks from participating in state affairs. The rich land of the Yazoo-Mississippi Delta continues to be controlled by the political party

known as the Delta Council which has a devastating effect upon the improvements poor Blacks can make in the state as a whole.

The Mississippi Delta

General description

The Mississippi Delta extends beyond state lines into Arkansas, Missouri and Louisiana. In the northern portion of the Delta, Arkansas and Missouri, the population is predominantly white and the major crops are small grains and corn. The southern portion of the Delta extends from Louisiana to the Yazoo-Mississippi. In this area, the Blacks outnumber the whites and cotton and soybeans are the principal cash crops. The central Delta is located almost entirely in Arkansas. Rice and soybeans are the principal crops in this area.

Farming has been considered a business enterprise in the Mississippi Delta. However, mechanization has revolutionized the agriculture in the Delta. Economic development of industrialization and manufacturing have not provided enough new jobs to compensate for the loss of employment in this agricultural area.

The displacement of workers within agriculture has been discriminative because of the high level of technology which occurred in the Delta area. Only the young individuals who were educated and reliable were retained on the farms to operate the equipment. The poorly trained illiterates and the unmotivated individuals were discriminated against because they were not prepared to cope with the rapid changes in the rural areas (Crecink and Steptoe, 1966).

The Yazoo-Mississippi Delta

The Yazoo-Mississippi Delta extends from Vicksburg on the south to the Tennessee border on the north. It is the richest and broadest section in the Mississippi bottom land and is one of America's most fertile farmlands. During the early years, the flat Delta country was known as the wilderness. It was found in a morass of forest and swamp and cypress brake. This region was defined as the Yazoo Delta to differentiate it from the technical Delta of the Mississippi south of New Orleans.

Physical description The Delta is all level land with few trees near the farmland. It varies in elevation from 294 feet above sea level to 94 feet. Most of the natural drainage is away from the Mississippi River.

The climate in the entire state is warm and humid. The Delta winters are short and mild; therefore, growing seasons are relatively long. These conditions are favorable for soil erosion and leaching because of the lengthy period in which the ground is not frozen.

Plantation life The Yazoo basin was opened to the permanent settlers who were few in number during the nineteenth century. There was large scale cheating and scheming in order to obtain the land. There were millions of acres of rich land to be purchased cheaply, but only a few big planters could move in on it with the same scale on which they were already operating because there were not enough slaves to cultivate new land. By 1869, the population of all the counties in the basin was more than half slaves and in the lower counties, the population was two-thirds slaves. The major responsibility of the slaves was to chop and pick

cotton and to cultivate new farmland. The greatest numbers of plantations were in the Delta area. During the nineteenth century, a typical wilderness plantation consisted of nearly one thousand acres of land which were divided into four separate sections of about equal size, each with its own slave cabins, stables and barns. A white overseer was in charge of these four places (Hightsaw, 1949).

The Delta is still a stronghold of the plantation system, but today the system is widely different from the antebellum feudal baronies. Crops are still made on shares, but under a changed procedure. New mechanization revolutionized cotton production in the Delta and has been advancing since the end of World War II. Except for mechanization, the Delta has not changed its way of living to any great extent.

The rich land makes the Delta richer and the symbol of the richness has been Delta cotton. The Delta is one of the wealthiest cotton areas in the world. Therefore, cotton culture was the major activity of the people in this area. The cotton labor absorbed the Blacks and therefore left the Black population fairly stable until after World War II. When the agricultural machinery began to displace the manual labor in the Delta, the Blacks began to migrate to the north (Hightsaw, 1949).

During the period from 1940 to 1950, the Delta lost approximately 15 percent of its Blacks and from 1950 to 1960, it lost 10 percent of the population but was still able to retain two-thirds of its Blacks. The migration had a devastating effect upon cotton production in the areas where hands were still used rather than mechanization (Kenny and Butts, 1968).

Political structure The Delta is dominated politically and economically by an aristocratic group known as the "Delta Council". This council is made up of the leading farmers, bankers, lawyers and businessmen in the Delta area. They believe in maintaining a segregated system and restraining economic development and growth from the poor and Blacks. Delta political leaders are usually reelected year after year, while political leaders in other parts of the state usually rotate in office. Deltans are inclined toward conservatism in politics.

Living conditions According to an agricultural economic report conducted by Crecink and Steptoe (1966) in 42 Delta counties, the Black household averaged 1.36 more persons per household than the white household, and the non-farm household, on the average, was smaller than the farm and farm labor household.

The cycle of poverty tends to be self-perpetuating among families with incomes of less than four thousand dollars, and the household's reproductive capability tends to outweigh its means for providing adequate support. Therefore, a disproportionate number of children were being born and reared in poverty.

Both Black and white participants in the farm group were less deprived than the non-farmers. Among the Black and white farm families which had an income of at least three thousand dollars the white farm families were less deprived.

In most of the regions included in the study, the families who were living in inadequate and unacceptable housing were economically deprived. Better housing for the economically deprived tended to be very difficult

to acquire because the funds which were available to these families were allocated for the most immediate family needs such as food and clothing rather than for home improvement.

The living conditions of the rural Mississippi poor were far below those which may be described as substandard. Many homes were overcrowded and without running water, electricity and screens on windows and doors. It was not uncommon to find children drinking contaminated water and eating food received from the neighbors.

The Mississippi Delta was the richest part of non-industrial Mississippi, but it was still the section of the state that retained the poorest people of Mississippi. Poor health and poorer education left the people of this area unprepared for productive and efficient labor essential to economic advancement.

Health conditions The health conditions of the poor in the Mississippi Delta have been described as incredible by most people. In 1967, four physicians visited the Mississippi rural area to study the health conditions of children in Headstart centers. They found that thousands of individuals were living without the legal, medical and social advances our nation had made in this century. Many of the services that the poor in America usually take for granted had been denied to these families who had no adequate sanitation, medical care, welfare or relief payments. Even the various food programs which were administered by the federal and local government were not available to these families.

In Delta counties such as Humphreys and Leflore, children were found to be suffering from many vitamin and mineral deficiencies. Untreated skin

infections and ulcerations were not uncommon at all among these children. Many of the diseases observed such as poor heart and lung conditions had gone undiagnosed and untreated. In many of the rural counties, boys and girls showed evidence of malnutrition which had impaired the body tissues, muscles, bones and skin (Smith, 1954).

Some of the significant changes emanating from the sixties which affected Mississippi as a whole, especially the Yazoo-Mississippi Delta, were school desegregation and voters' rights. However, the change in living and health conditions of the Delta poor were reflected in federal programs as Headstart, nutrition, community action, housing and programs for the aged. These programs brought with them new employment opportunities and a need for training in the human service areas as community services and social work.

Need for Field Experience Program

Wedemeyer (1969) stated that a field experience program was needed to complement the present in-class method of learning. A short exposure to work experience, when it is directly related to the student's major work, can provide a real educational experience. During the time of the field experience, the student has an opportunity to develop new interests which sometimes motivate him to pursue academic subjects with greater intensity.

Wedemeyer (1969) indicated that the field experience can provide an opportunity for students to develop their self-concepts. They learn about themselves by using the employer's appraisal which specifies their strengths and weaknesses. This knowledge is essential because it can aid the students

in matching their own personalities, abilities and aptitudes to those required by a future career.

A paper written by Hansen and Moore (1966) described an off-campus practicum for a beginning counselor as an event which provides first-hand exposure to the work environment. They believed that the beginning counselor can observe a variety of skills and interpersonal relationships which are involved in the counselor's job through this type of program. The authors indicated that the off-campus experience provides an excellent opportunity for the counselor candidate to see the relationship of theory and practice in wider perspective. A student also has an opportunity to see how well he or she is able to integrate counseling theory in a number of different situations.

Boy and Pine (1966) described the off-campus practicum as a phase of the educational program in which a counselor trainee is able to crystallize his on-campus educational experiences by actually translating theoretical knowledge into practice. This type of practicum is usually looked upon as an experience which assists the trainee in functioning effectively in a future employment situation.

In an opening address at the 58th annual American Home Economics Association Meeting, LeBaron (1967) emphasized the value of field service with agencies or industries before graduation. This type of interaction can be experienced and later evaluated in the classroom. LeBaron stated that such experiences which are an integral part of professional preparation, can be used to interpret the opportunities and obligations for interaction with other professionals on a job.

Lupton (1970) stated that through cooperative education programs with the colleges and communities, students are able to bridge the educational gap between the theoretical phase of classroom and the realities of application in the "outside world". The author believes that cooperative education is a favorable influence in cutting attrition and motivating the students toward better grades, and has a greater effect on academic performance. Lupton (1970) further noted that the use of the community enhances the quality and quantity of educational program, provides student participants with meaningful insights into the "world of work" and encourages the business and community to become an integral and active part in the college's or university's institutional program.

According to Bollman, Kennedy and Keeley (1970) classroom learning has taken on a new dimension for Kansas State University. Students are involved in a program known as the "Larned Semester" which exposes students to a wider range of experiences relating to human development. The field experience program at the State Mental Hospital provides an opportunity for students to observe persons who are having problems in coping with life. The students also become aware of their own reactions as they try to establish helping relationships with persons who find it difficult to entertain worthwhile relationships of their own.

Kennedy, Danskin, Edelman and Steffen (1970) defined the practicum at Kansas State University as a service which provided opportunities for graduate students to use their previous learning while they were developing the basic professional skills and attitudes appropriate to their work. The students learned to enlarge their capacity to integrate various kinds of

information available about students. They also learned to see longitudinal information in patterns of behavior in both individual lives and in lives of groups of individuals.

In identifying field experience at Syracuse University, Glick (1971) indicated that this component of the social work program was of special significance in bridging the statuses of students and workers. The author sees an educationally focused agency placement providing an opportunity for the student to relate theoretical learning to a practice setting, to learn, use and test skills, and to test himself and his commitment to social work attitudes and values. In Glick's opinion, a well-planned and supervised field experience provides for the acquisition of knowledge about the agency and community within the context of individual and societal needs. It also broadens the awareness of concepts from basic disciplines and social work courses.

A study conducted by Johnson and Swope (1972) revealed that only a few home economics curricula in the institutions of higher education offered a field experience, directed work experience, or internship program. However, the authors believed that this type of course was needed in every home economics program, especially in those programs which emphasized preparation for occupations. They concluded that it should be imperative for every home economics major to have some occupational work experience to augment classroom study.

In 1974, Read summarized a community practicum program in the school of Home Economics at the University of Nevada as a learning experience for the student and the families they helped. By learning to work successfully with

families, students develop the ability to evaluate their own strengths and weaknesses and provide the community with a different outlook at home economics as a helping profession.

Summary

The field experience program has been clearly defined by various educators. A competent field experience provides an opportunity for a student to match his personality, abilities and aptitudes to those required for a future career. The field experience was viewed by most authors as a means of translating theoretical knowledge learned in the classroom into practice. An orientation into the world of work, enhanced academic performance, and an opportunity for individualized learning, which was generally impossible in the classroom, were common factors relating to all field experience programs.

Analysis of today's trends in higher education reveals that field experience is compatible with involvement and participation of students, interdisciplinary approaches to learning and with individualized learning experiences.

Related Literature

Schubert (1958) attempted to describe the demands which the social case work situation placed upon the student and the student's response to it during his field experience. An evaluation device was developed to estimate the clients' motivation, capacity and environmental opportunity for problem solving that the first year students in the School of Social Service at the University of Chicago offered the client. The items

included were a series of scales to rate attitudes, perceptions and action that entered into the student's social diagnosis and social treatment. The schedule was designed for first year students who were placed in a public assistance agency during their third quarter of field work.

The instrument was applied to a random sample of the case load of all the students (with the exception of those foreign students who had a language handicap). The total sample consisted of 90 participants.

The findings revealed that "superior" performance conformed to expectations. Almost all of the students showed respect for the clients' rights and obligations in the eligibility process and used diagnostic sources appropriately. Most of the students had a high degree of professional self-discipline and were clearly aware of the clients' social and economic needs. Twenty-nine of the 49 students performed consistently at the "superior" level or above and another 10 performed this well in at least one case.

Mentzer (1970) conducted a case study using the first seven students enrolled in the field experience program administered by the Family Environment Department at Iowa State University. The students involved in the study were drawn from the areas of household equipment, an inner city program, the helping services and child development.

The purpose of the study was to evaluate the off-campus course. The study further attempted to compare objectives of each group and to recognize evidence of interaction and role behavior between and among units.

Mentzer (1970) centered the case study around a series of interviews using open-ended questions relating to the course expectation, objectives,

and outcomes. The subjects included the seven students enrolled in the course in its initial offering, faculty members, department head, program coordinator and the supervisor in the agency. The students' interviews were held at three different intervals on the Iowa State University Campus. The first interview was held before the students were placed in the agency, and the second one was held after the students had an opportunity to observe and participate in the agency. The final interview was held around mid quarter. This interview method was used in an effort to obtain a before and after effect. There were only two interviews held with the faculty members who had been selected at random from the Family Environment Department. The first interview was held at the beginning of the course while the second one was near the end of the quarter. The department head and course coordinator were interviewed twice and the agency supervisor once.

The first section of the interview schedule dealt with the general area of expectations and objectives of the course, role of the various subgroups in the course, and of the course itself. The second included information relating to how the student viewed his preparation for the field experience program and his specific role in the course.

The study revealed that the department head identified two objectives of the course which were related to the students' evaluation of off-campus learning and the opportunity for faculty to interact. The students indicated that they were able to apply principles and on-campus learnings through the program.

There was no direct interaction between the faculty and students.

However, the investigator suggested that planned interaction among subsystems such as the faculty and students would produce a greater, active interest in the course and that the increased interaction would force the choice of committed or non-committed involvement.

A severe lack of communication among and between subsystems was found to be an operating factor in the program. The respondents indicated that when there was no pressure to interact with other subsystems, none was initiated. An improvement in the communication between the university segment and agency segment was found to be an essential element in the study.

The overall objective of the study conducted by Jones (1974) was to evaluate the field experience program in the Family Environment Program at Iowa State University. The major objective of the field experience was to provide students with an opportunity for personal growth and career preparation. The students involved in the field experience program were drawn from various areas of the department such as family services, housing, consumer service and household equipment. The classification of the students who were enrolled in the program during the study varied from the sophomore to the senior year; the others had graduated within the past three years.

A mailed questionnaire was used in the collection of data. All students who were enrolled or who had been enrolled in the field experience program were included in the study. Of the ninety students who had participated in the field experience program, 72 responded to the questionnaire.

The questionnaire contained both open-ended and structured questions.

Information sought through the questionnaire was related to demographic data, personal growth, career preparation, curriculum and field experience, agency setting, family environment coordinator and faculty, field experience requirements, and evaluation of the program.

Information relating to personal growth was sought through the use of a four point continuum of strongly agree, agree, disagree, or strongly disagree to statements. The respondents were asked to respond to how other attributes such as dependence and self-confidence had influenced their field experience. This group of questions was based on a five point continuum ranging from "increased a great deal" to "decreased a great deal".

The reliability of the personal growth scale was 0.80. The reliability computation showed that the items used on the scale for measuring personal growth satisfied the requirement of additivity.

Seventy respondents in the study indicated that the field experience program had provided them with personal growth which could not be obtained in the classroom. The respondents tended to believe that the quarter enrolled, amount of interaction with families or the grade received might have some relationship to personal growth.

The respondents indicated that job aspirations were influenced by the field experience program. Forty-two respondents said that their job aspirations had changed. Fifty-five respondents replied that they had learned of jobs that they had not been aware of previously.

The influences the respondents indicated that the field experience had on their job were: the experience helped in developing their interests for that particular type of work and in their selection of a job; thirty-

seven respondents felt that their ability to adjust to problems was greater due to the experience.

In summary, the field experience program was considered to be a valuable part of the total curriculum of the Family Environment Department. Helping individuals to plan their course of study appeared to be the best method of improving the curriculum for the field experience component.

Summary

Findings from the studies reviewed on the evaluation of the field experience program tend to indicate that students were able to translate theoretical knowledge gained in the classroom into practice. Most of the students indicated they had gained an increase in personal growth, and greater job aspirations. In all studies, the field experience program was considered to be an asset to the total educational program.

METHOD OF PROCEDURE

The major purpose of this study was to determine the feasibility of the Family and Community Services Program at Mississippi Valley State University. Specific objectives were:

1. To provide a description of the need for the Mississippi Valley State University Family and Community Services Program including a description of agencies available for student placement.
2. To assess personal growth of students involved in the field experience program by agency and university supervisors and through self-assessment.
3. To assess the strengths and weaknesses of the program as perceived by students and agencies.
4. To delineate future needs of the program in relationship to personnel, program dimensions, facilities and resources.

Sample

The sample in the study consisted of students enrolled in the Family and Community Services field experience program at Mississippi Valley State University (MVSU) during the 1975 spring semester, the agencies participating in the field experience program during the 1975 spring semester and the Family and Community Services faculty.

The entire sample for the study was smaller than would be desired; the contributing factor was the newness of the program at the University. The number of students participating in the field experience program was three, which represented the initial group of students in the program. Agency personnel numbered four in three different agencies; data were also collected from four faculty members. The total number of participants was eleven.

Description of the University

Mississippi Valley State University is the state's youngest institution of higher education, founded in 1950 and located in Leflore county northeast of Itta Bena on 450 acres of land. The University is situated in the heart of the Yazoo-Mississippi Delta where 34 percent of the population is Black.

One of the major responsibilities of the University has been to focus toward meeting the needs of the people in the Delta. Therefore its educational and intellectual programs are geared primarily toward the needs of the poor and disadvantaged. To this goal, the University operates under the open door admission policy and educational programs are designed to motivate and prepare students for a competent role in society. The Consortium for Curricular Change is an educational program implemented into the total curriculum to provide excellence in education for the disadvantaged through innovative approaches to education. The University accommodates the educational needs of the communities through the busing of students who live within a 50 mile radius of the school.

The University offers liberal arts and teacher training programs at the baccalaureate level in 14 departments, and certificates of proficiency in vocational and technical skills. In recent years the University has developed new and innovative approaches to education and to meeting the needs of the communities it serves. These skills are demonstrated in such programs as Business, Health and Scientific Studies, Family and Community Services and Cooperative Education.

Description of the Family and Community Services Program

Family and Community Services is an interdisciplinary program offering a Bachelor of Arts Degree. It provides the structure within the University for studying the interrelationships between man and his decision for using the material and human resources and the family as an ecological system in which decisions concerning these resources are made. The program is designed to bring courses and experiences from various areas in the University and from supporting disciplines such as sociology and social science together to formulate interdisciplinary solutions for today's complex human problems.

The purposes of the program are to provide students with:

1. General knowledge and a basic understanding of human needs, human development and of family structure and function.
2. General knowledge and a basic understanding of the resources to meet human needs and the physical, social and technological systems involved in providing resources.
3. An ecological perspective for studying relationships for decision making.
4. The skills of interpersonal relationships and communication which are required for the educative process and services in family and community settings.

During the senior year, the students participated in an off-campus experience for eight weeks in a community setting that provided services for the people.

Description of student trainees

The three student participants were rural Delta residents from the towns of Clarkdale, Greenwood and Gunnison. All three towns are located

in the Yazoo-Mississippi Delta and populated heavily with Blacks. These towns have grown to be leading farm areas and have achieved distinction for their production of long staple cotton. The chief business enterprise is farming. The most important industries are cotton gins and cotton seed oil mills but the towns have incorporated other small businesses.

Parks, recreational and cultural facilities are limited and are still segregated. Health and other related services for the indigent are deplorable.

The student trainees participating in the study were alike in age, sex and years of schooling. The participants were from low-income families and had received educational financial assistance through the Family and Community Services Program.

Description of agencies

Students participating in the Family and Community Services Program are required to engage in field instruction in a community or social service agency during their senior year. The three agencies described below were participants in the spring, 1975 off-campus experience program.

South Delta Planning and Development District Housing Authority The South Delta Planning and Development District Housing Authority was established in 1968 at Greenville, Mississippi. The major purpose of this organization was to provide adequate housing for low income families in six Delta counties. These homes are federally owned and are leased to families at a nominal fee which is based on the family's ability to pay. The housing authority also provides supportive services and activities which are geared toward helping residents adapt to their particular housing

environment and to enhance their living conditions. To further enhance the living conditions of the families, training programs in management, housekeeping skills and nutrition are offered to the tenants.

Tufts Delta Health Center The Tufts Delta Health Center was established in North Bolivar County, Mississippi in 1965 to provide comprehensive health services to the indigent and others in need of services. The thrust of the program is to motivate change in family and community knowledge and behavior relating to the prevention of disease, the informed use of available health resources, and the improvement of economics and educational factors related to health through training programs in nutrition, health, sanitation and social services. The center also includes preventive and therapeutic health services for the needy. Many of these services are provided for the clients in their homes as well as in the center.

Youth Court The Mississippi Youth Court is an organization empowered to handle, confidentially, the problems of delinquent, battered and neglected children. It also provides services in the form of counseling to parents and children and making referrals to other agencies. The court assumes control over children in cases where parents fail to provide material resources as food, clothing and shelter, or the training and discipline essential to a child's well being. The court is charged with the responsibility of securing physical, emotional, health and social needs of the child which is often accomplished by placing the child in a foster home or in the custody of other family members.

Selection and Development of Instruments

To obtain the data which were necessary to accomplish the objectives of this study, five instruments were selected or developed. One instrument was the student trainee questionnaire which was adapted from Jones' (1974) study to collect demographic data on student participants and program facilities. Two instruments for use in interviewing the student trainees and agency supervisors were developed by the investigator. In order to evaluate the student's performance in the field experience program a student trainee evaluation device was developed. For use in collecting data pertaining to the Family and Community Services faculty a fifth instrument was developed by the investigator.

Jones' instrument

Jones' (1974) instrument was developed by using a combination of selected responses and open ended questions. The instrument consisted of nine categories; the first sought demographic data and the second information relating to personal growth. Category three elicited information on job preparation and category four was concerned with curriculum. Category five indicated arrangement and six agency setting. Category seven sought information pertaining to the family environment coordinator and faculty. Category eight sought information relating to agency setting, requirements and evaluation. The final category was concerned with a total evaluation of the program. These nine categories assisted in exploring the scope of the major objective of the study: to evaluate the off-campus offering of the family environment curriculum. Of the nine categories mentioned above, five were revised to collect demographic, curriculum and learning activity

data for the present study. These five categories were selected because they emphasized the collection of data related to the data sought in the present study. A complete copy of Jones' (1974) instrument is found in (Appendix F). A description of the categories selected from this study is as follows:

Demographic data. This category consisted of general information concerning the participant's individual characteristics. Items included the quarter the participants were enrolled in the field experience program, and number of quarters that were left in their course of study. The name of the participating agency was also requested in this section. Questions were also related to housing arrangements and how the initial contact for the placement within the agency was made.

Agency setting. Information sought in this section dealt with the location of the agency, pay received and the participant's contact with other students while working at the agency, and the amount of contact with other social service agencies. Other related questions were also included.

Curriculum and the field experience. This section described the courses within the Family Environment Department the students felt were valuable in their preparation for the off-campus experience. Examination of the curriculum involved describing those courses students felt were valuable before and following the off-campus experience.

Information pertaining to the field experience component of the curriculum was assessed in this section by the use of a four point continuum ranging from strongly agree to strongly disagree to the statements.

Field experience requirements and evaluation. This category included a description of written requirements requested by the family environment coordinator and by the agency. The responses to specific written requirements were sought by the use of a four point continuum ranging from strongly disagree to agree. To seek information relating to the field experience evaluation techniques the respondents were asked to select the best grading system. Additional information pertaining to evaluation was sought by the use of a four point continuum ranging from strongly agree to strongly disagree.

Family environment coordinator and faculty. This section was concerned with the participant's interaction with the coordinator and faculty. Items included were related to how often the participants met with the coordinator and how often they preferred to have met with the coordinator. Statements were also related to direct contact the student had with the faculty coordinator.

Information pertaining to the participant's opinion of the value of guidance received from the faculty was assessed in this section by the use of a four point continuum ranging from strongly agree to strongly disagree.

Student trainee questionnaire

This instrument (Appendix A) was devised to collect data pertaining to demographic characteristics, the curriculum, learning activities and facilities at Mississippi Valley State University. Data sought in each of these categories are discussed below.

Demographic data for student trainees Seventeen items were adapted from Jones' (1974) study to collect demographic information for the students enrolled in the field experience program. Included were factual questions which sought general information concerning the participant's individual characteristics, items relating to student placement in the field experience program and a description of the field experience.

Curriculum To ascertain information relating to courses and experiences available to students both before and after the field experience, six items were included in this section. Items included were: the courses the student trainees believed were most helpful in the preparation for the field experience program, courses in the Family and Community Services curriculum the students believed were helpful in the preparation for the field experience program, courses in the University's curricula the

students believed should be required, Family and Community Services courses believed to be of more value if taken after the field experience, courses not available that would be of value if taken before the field experience, and the influence the field experience had upon the selection of these courses.

Learning activities To collect data pertaining to learning activities for the student trainees' information was included which related to the activities viewed as worthwhile before the off-campus semester, preference for meeting times with Family and Community Services coordinator, greatest need for improving the field experience program and the opportunity to interact with family members.

Facilities at Mississippi Valley State University Two questions were used to collect information about the University's facilities. Included was a selection of the factors believed to limit the effectiveness of the Family and Community Services Program, and how these factors hampered the success of the program.

Student trainee evaluation instrument

To assess the degree of performance for the student trainees while they were engaged in the off-campus field experience program an evaluation instrument was developed by the investigator. Student rating was requested by the agency supervisor, University field experience coordinator and the student trainee. This instrument was comprised of 31 items divided into six categories. These categories included planning, execution, evaluation, management, relationship skills and personal qualities. These professional competencies were based upon a nine point continuum of clearly above

average, average, and clearly below average. Space was provided for additional comments. A copy of this instrument is found in Appendix B.

Student trainee interview schedule

Four questions (Appendix C) were developed by the investigator to elicit information from the student trainees relating to the field experience program. Items included were associated with the most rewarding aspects of the total field experience program for the student trainees, adjustment problems, preparation for employment and program changes.

Agency supervisor interview schedule

This schedule was developed to collect selected information relating to personal characteristics for the four agency supervisors who had student trainees from the Family and Community Services field experience program spring, 1975. In addition, there were questions seeking information relating to student preparation for specific tasks and general reactions to the Family and Community Services Program in four areas (Appendix D).

Instructors in the Family and Community Services Program evaluation instrument

To collect selected data which would delineate the future needs of the Family and Community Services Program in relationship to personnel a one page instrument (Appendix E) was developed by the investigator. Items included background information relating to professional degrees held, major discipline and academic title. Information was also sought on professional experiences, and membership and participation in professional and civic organizations.

Measuring characteristics of student trainee instrument

One of the objectives of this study was to assess personal growth of students involved in the field experience program by agency and university supervisors and through self-assessment. In order to achieve this objective the student trainee evaluation instrument was developed by the investigator. Three measuring characteristics were sought for this instrument before it was administered to the participants. These characteristics, usability, reliability and content validity, are discussed below.

Usability To determine the usability of the student trainee evaluation instrument it was administered to 14 students involved in the social work program at a neighboring university during the spring, 1974. In the early part of the spring the investigator met with the university's social work coordinator, field experience supervisor and agency supervisors for a one day training session. This session was designed primarily to describe the purpose of the program, evaluation instrument, and procedures for collecting data. The participants were asked to identify statements they believed were confusing in meaning and to express their opinion about the length of the instrument. Suggestions were made by the panel and minor revisions were made.

Reliability To establish reliability for the student trainee evaluation instrument the score obtained on the 31 professional competencies to which the same 14 social work students were rated on a scale ranging from 1, clearly below average, to 9, clearly above average, were used. Intraclass reliability was established by the use of the analysis of variance technique by Winer (1971, p. 24). The calculated reliability

coefficient for a single measurement was 0.86.

Content validity Content of the student trainee evaluation instrument was established by three procedures. One was use of the objectives related to the field experience program as perceived by the program's faculty. Another was observation of similar community services programs visited during the planning phase of the local program. The final procedure was analysis of instruments used for other field experiences such as student teaching and cooperative education.

After the basic content was established and the instrument drafted, it was reviewed by appropriate faculty at Mississippi Valley State and Jackson State Universities to determine whether the items themselves reflected desired content. Revisions were made in response to their suggestions as well as to those of evaluation specialists. Thus content of the instrument was judged valid for its intended use.

Collection of Data

Initial arrangements for collecting data were made by the investigator and two Iowa State University professors. In spring, 1974, the University administrators met with the investigator and the Iowa State professors for the purpose of discussing the objectives of the present research. The administrators who were contacted agreed to the participation of the Family and Community Services faculty and students in the research. The student trainees and faculty also met with the researchers and representatives from Iowa State University to discuss the research. The students and faculty

agreed to participate in the study. During the fall, 1974, the researchers and the Family and Community Services field experience coordinator met with the participating agency supervisors to discuss the research project and details of collecting data. All agency supervisors agreed to participate in the study.

After the agencies agreed to participate, supervisors from the agencies were asked to meet at the University with the researchers, the University field experience coordinator and student trainees to discuss in detail the field experience program and the student evaluation device.

During early spring, 1975, the evaluation device was delivered to the agency. The agency representative was requested to make two assessments of the student trainee performance, once at the end of the second week and a second assessment at the end of the eighth week. The field experience coordinator was also requested to make an assessment of the students' performance at the same intervals, second and eighth weeks. The student trainees conducted a self-evaluation, using the same instrument, at the end of the eighth week. The students and agency supervisors were asked to sign their names. However, code numbers were later assigned to students and agency supervisors.

Administration of instruments

All student trainees who had participated in the field experience program during the spring, 1975, responded to the student trainee questionnaire during the first week of seminar after returning to Mississippi Valley State University from their field experience. During the seminar sessions, the student trainees responded to the interview schedule.

However, each interview was held individually between the investigator and the student.

Each agency supervisor responded to the agency supervisor interview schedule which was administered by the researcher after the student trainee had left the agency. During spring, 1975, the faculty responded to Part E of the student trainee questionnaire. This section sought information relating to the facilities at Mississippi Valley State University and to the data sheets on instructors in the Family and Community Services Program.

Analysis of Data

The sample for this study was small but the study was imperative in order to determine the feasibility of the newly designed Family and Community Services Program at Mississippi Valley State University. It should be noted that findings of the study are tenuous because of the sample size. Further, only the simplest of descriptive analyses were appropriate.

In order to achieve the objectives of the study the following analyses were conducted. To provide a description of the need for the Family and Community Services Program, data were sought from the University, agencies, school records and the Mississippi historical society. These data were summarized to provide a description of the University, the program, students and agencies involved in the study.

Scores obtained by the agency and University supervisors from the student trainee evaluation instrument were examined to determine the student's performance during the field experience. Two judges observed and assessed

the competencies exhibited by the students during the second and eighth weeks. Each instrument was coded and three categories were formed. One was related to skills not observable, one to the competencies in which students showed improvement, and the other to those skills in which student performance was about the same from the first to second observation. Scores were classified as clearly above average and the findings were reported.

Responses from the student trainee questionnaire and interview schedule were examined to ascertain the strengths and weaknesses of the program as they related to the curriculum, to the field experience and to facilities. Responses from the faculty evaluation instrument were analyzed to delineate the future needs of the program in relation to facilities. Agency supervisors noted strengths and weaknesses in curriculum and student performance.

The nature of the study was such that results of the above had to be reported in descriptive form. The findings and descriptions of them follow.

FINDINGS

The objective of this study was to determine the feasibility of the newly designed Family and Community Services Program at Mississippi Valley State University. The specific objectives were to provide a description of the need for the Mississippi Valley State University Family and Community Services Program including a description of agencies available for student placement, to assess personal growth of students involved in the field experience program by agency and university supervisors and through self-assessment, to assess the strengths and weaknesses of the program as perceived by students and agencies and to delineate future needs of the program in relationship to personnel, program dimensions and facilities.

Subjects in the study were students enrolled in the field experience program spring, 1975, agency personnel with whom the students were placed, and the Family and Community Services faculty. The eleven participants included three students, four agency workers and four faculty members.

Mississippi Valley State University, the youngest state institution of higher education, is located in the heart of the Yazoo-Mississippi Delta. Since its major responsibility is to meet the needs of the people in this area, it has geared its programs toward the needs of the poor and the disadvantaged.

The Family and Community Services Program is an academic area at the University offering a Bachelor of Arts Degree. The program provides the structure within the University for studying the family as an ecological system and its decisions for using the material and human resources. It

depends upon interaction with other departments in the University as Sociology and Social Science. These areas complement each other in formulating interdisciplinary solutions for the complex human problems in the Delta region.

The three students participating in the first year of the program were rural and female. They were from low-income families and had received financial assistance through the Family and Community Services Program. The three had attended a nearby junior college before transferring to Mississippi Valley State University.

Agencies participating in the field experience program were the South Delta Planning and Development District Housing Authority, the Tufts Delta Health Center and the Washington County Court. The major purpose of the housing authority is to provide adequate housing for low-income families and to provide supportive services and activities which are geared toward helping residents adapt to their individual environment. The purpose of the health center is to provide comprehensive health services to the poor and others in need of services. The youth court has as its responsibility the power to handle the problems of delinquent and neglected children, but it also provides services in the form of counseling and making referrals to other agencies.

Instruments used in the study were the student trainee questionnaire which was adapted from Jones' (1974) study to collect data pertaining to demographic characteristics of the student participants and program facilities. Instruments for use in interviewing the student trainees and agency supervisors were developed by the investigator. A fourth instrument was

developed to evaluate the student's performance in the field experience program. For use in collecting data relating to the program's faculty, a fifth instrument was developed.

Three measuring characteristics were sought for the student trainee evaluation instrument. Usability was determined by pre-testing the instrument to ascertain its ease of interpreting and administering. Interclass reliability was established by the use of the analysis of variance technique. Content validity was based on the development of items related to the specific objectives and objectives of the field experience program.

The first section of this chapter reports results pertaining to the characteristics of the participants, the second focuses upon the assessment of the program and part three reports the findings related to the facilities and resources. The final section focuses upon the students' performances during the field experience.

Characteristics of Participants

This section of the chapter is devoted to reporting the characteristics of student trainees, agency personnel and the program's faculty. Information for the student trainees was obtained from their responses on a questionnaire and from school records. Data for the agency personnel and program's faculty were sought through interviews conducted by the investigator.

Student trainees

The three students participating in this study possessed similar characteristics. They were rural Delta residents who had received their

elementary and secondary education in nearby rural county schools. The participants attended a nearby junior college where they commuted daily before transferring to Mississippi Valley State University. They were all single females, 22 to 23 years of age.

The participants were from low-income families and had received financial assistance through the Family and Community Services Program. The students' parents were poorly educated and two of the students had come from broken homes. These students were the first members of their families to receive a college degree.

The students showed little interest in extra-curricular activities during their college years; however, all three had participated in the Family and Community Services Club. One had been an active volunteer in community programs in her home town where she had been employed during the summer in a community service program.

Agency supervisors

The four agency supervisors who had student trainees from the Family and Community Services Program varied in sex, position held and the number of years they had been employed in social service positions. Two supervisors were men and two were women. Two of the supervisors were employed as social workers, one as a social service coordinator and another as a youth court counselor. Each supervisor had been employed in his or her present position two to three years.

Agency supervisors varied in educational background and major areas of concentration. Two of the four supervisors had received the Bachelor of Science Degree either in Social Science or Sociology, and one had received

the Master of Science in Social Work Education. One supervisor had not received a college degree but he had earned academic credits in psychology.

The type of certification held by the supervisors varied. One was a certified social worker, one a certified housing management specialist and another was a certified teacher. One supervisor did not indicate any type of certification. All of the supervisors had held positions in their areas of certification before accepting their present positions.

Faculty

All four faculty members employed in the Family and Community Services Program had earned a Master's Degree; one of the four was working toward the doctoral degree. Three of the faculty members held the academic rank of instructor and one the rank of assistant professor. Three of the four were in home economics education; the other one was in social work.

Professional experiences of the faculty members involved in the program included elementary, secondary and college teaching and social work outreach. At the college level one teacher had taught 16 years, one six and another three; a fourth had one year of experience.

A wide variation of membership and participation in professional organizations was noted. All four instructors held membership and had participated in organizations which were closely related to their academic area of concentration. Three held membership in the American Home Economics and Mississippi Home Economics Associations and one held membership in the National Association of Social Workers. A variety of organizations were mentioned by the respondents as shown in Table 1.

Table 1. Membership and participation in professional organizations held by Family and Community Services faculty

Organizations	Number of Participants ^a
American Home Economics Association	3
Mississippi Home Economics Association	3
County Mental Health Association	2
Advisory Committee for the School of Social Work in Mississippi	1
American Association of College Professors	1
American Council on Consumer Interest	1
Mississippi Consumer Education Association	1
Mississippi Council on Early Childhood Development	1
National Association of Social Workers	1
Senior Citizen Program Committee	1

^aSome teachers participated in more than one organization

Summary

The student participants were from rural Delta towns and had received their elementary, secondary and junior college training in nearby rural county schools. They were from low-income families and had received financial assistance through the Family and Community Services Program.

The four agency supervisors who were involved in the field experience program had been employed in their present social service positions for two or more years, and had received academic degrees or credits commensurate with their jobs. The program's faculty had earned academic degrees appropriate for college teaching and each were acquired in academic areas in which they were presently employed. All four teachers had participated in professional organizations closely associated with their professional area of concentration.

Assessment of Program

Student reactions

The students varied in the selection of Family and Community Services courses they believed to be most helpful in the preparation for the field experience program. Two students listed theory and application of home management, family meal preparation and social services to families as the most helpful courses. One student listed family economics, human nutrition and art related to home and dress as the most helpful courses.

English composition was mentioned by two students as the course in the Family and Community Services Curriculum helpful in the preparation for field work. Marriage and the family, personal hygiene, home nursing, family economics and child development were other courses listed from the total curriculum.

The student trainees agreed that there were courses from the total University's curricula that should be required before the actual field placement. Psychology was mentioned by all three trainees, other courses mentioned included office procedures and courses related to problems of poverty.

The Family and Community Services courses the trainees believed to be of more value if taken after the off-campus experience varied. Art related to home and dress, social work as a social institution, social services to families, methods, crisis intervention, social problems, interviewing and seminar were the courses mentioned. The three students agreed that the knowledge and skills gained in these courses before the experience were helpful in identifying and solving problems related to these areas.

but follow-up courses would be of great benefit.

The three students agreed that there were activities they would like to have participated in prior to the off-campus experience. All three indicated a need to visit the assigned agency during the semester prior to the practicum. Two trainees reported they would have preferred more seminars dealing with social problems or with such conditions as retardation, emotional disturbance and physical handicaps before their actual experience. Two students expressed a desire for seminars using faculty members for guidance and resource persons from the agencies. One listed a practicum of smaller dimensions for a few credits earlier in the course of study and an opportunity to visit different agencies to become familiar with their services prior to selecting the agency for field experience. In addition, the students reported a chance to use or observe different types of counseling techniques and a chance to work with clients having some of the more difficult problems as two of the greatest needs in order to improve their experiences in the agency.

The students reported they met with the Family and Community Services coordinator every two weeks during their off-campus experience. The type of experiences most often discussed during the sessions were the experiences provided by the agency, working relationship with agency personnel and problems encountered. One student indicated these sessions could be improved by informing the trainees in advance about the visits but another indicated the sessions were fine the way they were and the third reported that she did not know.

Of the three student trainees participating in the field experience program, two reported they met with the agency supervisor weekly to discuss experiences occurring in the agency setting, and one met with the agency supervisor twice a month. All three students agreed that these sessions were helpful, indicating that the sessions helped them to gain a better understanding of the job to be performed.

In order to obtain additional information relating to the field experience program the student trainees were interviewed in an effort to gain an insight into which aspects of the field experience program were perceived as most rewarding, presenting adjustment problems, effective, or needing revision.

An opportunity to work with a variety of people with problems different from their own and being able to counsel with and help individuals solve their problems were mentioned by all three students as the most rewarding aspect of the field experience program. Two listed having an opportunity to work with a variety of people as a rewarding aspect.

All three trainees felt the problem of adjusting to people with problems different from their own was the greatest adjustment they had to make during their field experience. Adjusting to different environmental and living conditions were mentioned by two and one mentioned home management skills. Learning to operate office machines was listed by one student and record keeping by another.

In evaluating the overall aspects of the field experience program, two of the trainees felt their off-campus experience helped them to integrate theoretical knowledge gained in the classroom with practical

experiences. Two indicated the experience helped them to understand the type of professional work they wanted to obtain.

Two students perceived having an opportunity to visit the agency before the actual placement as the greatest revision needed in the field experience program. One student thought that a seminar course should be taught concurrently with the field experience. Another indicated a need to implement a course in crisis intervention which would be taught concurrently with the off-campus training.

Agency supervisors' reactions

The supervisors were very similar in expressing their opinion relating to the students' level of preparation. All four supervisors believed the student he or she supervised was adequately prepared to perform specified tasks within the agency. Two supervisors believed the area of preparation and the course contents were adequate and two indicated a need for more course work in psychology.

Two of the four supervisors reported that the scope of the program provided for flexibility and allowed for students to be comfortable in different situations. Two believed the scope was excellent.

Two supervisors reported the depth of the program was adequate and two reported a need for more course work in psychology. The four agency supervisors agreed that the length of time spent in the agency was reasonable.

Summary

The student trainees indicated that there were both strengths and weaknesses they had noted in the program. They agreed that the activities

they had participated in during their practicum were helpful in job performance. Students reported that there were courses in the Family and Community Services curriculum and total University curricula they would have preferred taking before or after their practicum.

During the interview sessions the student trainees indicated they were able to assess many of their strengths and weaknesses by participating in the field experience program. They reported the greatest adjustment as being able to adjust to individuals with problems different from their own. Job aspirations were influenced by the field experience. The agency supervisors generally believed the students were adequately prepared to perform specified tasks within the agencies.

Facilities and Resources

In order to delineate the future needs of the program in relation to facilities and resources, the student trainees and the Family and Community Services faculty were asked to respond to factors they believed limited the effectiveness of the program. One student reported the location of the University and another student mentioned space. One student reported transportation as a factor. The three students agreed that the success of the program was hampered because of congested classrooms and the lack of transportation to community agencies for observation and participation.

The initial arrangement for placement in the agency and living quarters was made by the coordinator of the Family and Community Services Program. Students agreed that living expenses during the off-campus experience were moderate but the conditions of the homes could be improved. The students

reported travel was adequate and was provided at a nominal fee when charges did occur. Room and board were reported as the major expense incurred and paid by the trainees; and all said that this expense sometimes caused a financial burden for them.

The faculty was similar in expressing their concerns about the facilities of the program. The four faculty members agreed that space was the greatest factor limiting the success of the program. One faculty member mentioned the location of the University. They agreed that inadequate space had hampered satisfactory performance in some classroom and laboratory activities. One faculty member stated that the location of the University posed a problem in the utilization of community resources and facilities. The faculty reported that teaching and laboratory supplies had been adequately provided and other resources as consumable supplies, communication and travel had been provided at no expense to recipients in the program.

Assessment of Student Performance

One of the objectives of this study was to assess personal growth of students involved in the field experience program by agency and University supervisors and through self-assessment. A student evaluation instrument was developed to assess the degree of achievement at the end of the second and eighth weeks. This instrument consisted of 31 competencies divided into six categories. They were planning, execution, evaluation, management, relationship skills and personal qualities. These competencies were based on a nine point continuum of clearly above average, average and

clearly below average. The student was rated "X" in the area where there was no opportunity to observe. There were two raters, an agency and university supervisor. Each was requested to evaluate the student at the end of the second and eighth weeks. The students were requested to do a self-rating at the end of the eighth week. A copy of the scores is found in Table 2 (Appendix G).

Student A

An inspection of the items included in the student trainee evaluation instrument revealed there were skills not observable for Student A, particularly in the area of planning. These skills were associated with the selection of program objectives, involving of clients in program planning and the initiating of new activities. Four other skills were not observable but were located in different categories. One was related to program strategy, another with creative planning, and the others to arbitrated solutions with clients and planning own work.

A change in behavior was noted in Student A among 8 items with a greater concentration in relationships skills. Professional growth was demonstrated in the student's increased ability to listen to clients' concerns, to confront clients with problems, to accept different value systems and to assure confidentiality. There was also observable improvement in the student's ability to identify useful community resources, provide for clients' participation, observe change in clients' behavior and to recognize her own strengths and limitations.

Of the 31 competencies listed the student showed consistent above average performance on 16 of which nine were related to personal qualities

as working relationship, adjustment, code of dress and communication skills. Three of the remaining skills were associated with execution, particularly in use of community resources, use of teachable moments and creating a learning environment. Other skills noted as being consistent were ability to listen to client, promptness, communication skills with clients and providing client with encouragement. (Student A's scores may be found in Appendix G).

An observation of Student A revealed that there was less opportunity for the student to demonstrate skills in planning. The greater area of improvement was noted in relationship skills. However, the change in behavior from the first observation to the second was not too substantial. The student showed a higher level of consistence in performance on personal qualities.

It was noted that the student's self assessment was consistent with that of the agency and university supervisors, but somewhat higher on the skill "did not turn off clients". She showed a lower self rating on three personal qualities, which were adjusts readily to new situation, respects confidence of staff and clients, and dresses appropriately.

Student B

Ten skills were agreed upon by the agency and university supervisors as not observable for Student B. Seven of these skills were associated with planning and included: selection of program objectives, involving clients in planning, identification of community resources, initiation of new activities, implementing different strategies, client participation, and use of community resources. The remaining skills were in the area of

relationship which related to confrontation of client with problems, arbitration of solutions with clients and confidentiality. Three additional skills were not observable during the first observation period but during the second observation, the student was rated above average on skills as accepting clients with different value systems, adjusting to new situations and respecting confidence of staff and agency.

The student gained the highest level of growth on personal qualities. Improvement was noted on communication skills, acceptance of job and consideration and kindness toward others. The highest level of behavior change was noted in communication skills. The student also demonstrated improvement in skills related to use of teachable moments, observation of client, recognition of own strengths and limitations and communication with clients.

The two supervisors agreed that the student showed consistency in behavior from the first observation to the second on eight skills. Three of these skills were associated with personal qualities as working relationship with others, self-control and code of dress. The remaining skills were related to creating a learning environment, listening to clients, creativity, communication with clients and providing encouragement. The consistency of performance for this student ranged from average on some skills to above average on others.

Inspection of Student B's report revealed that there was less opportunity for the student to demonstrate growth in planning. The highest level of growth and consistency in performance was noted on personal qualities. The student's self-assessment was similar to the two supervisors', but somewhat higher on three skills which were: creating a

positive learning environment, promptness with assigned work and encouragement. The student showed a lower self-assessment on acceptance of value systems different from her own. (Student B's scores may be found in Appendix G).

Student C

Inspection of the findings related to the student trainee evaluation instrument revealed that there were two skills not observable for Student C particularly in the area of planning. These two skills were associated with selecting program objectives and initiating new activities for the agency.

A higher level of performance was noted from the first to the second observation on the implementation of different program strategies, encouragement of clients and arbitrated solution with clients. The student also improved in identifying community resources, providing for clients' participation, use of community resources, creating a learning environment, planning creative programs, acceptance of different value systems, planning own work, acceptance of job and dresses appropriately.

Student C showed consistent performance of above average on six of the ten personal qualities. These skills were associated with relationship with others, consideration toward others, self-control, confidentiality and communication skills. Her performance was reported to be above average and consistent from the first to the second observation on both skills in the category of evaluation; and with skills related to involvement of clients in program plan, use of teachable moments, recognition of own strengths and limitations, communication with clients and listen to

clients' concerns.

A decrease in performance from above average to average was noted on the second observation for two skills. These were "confronted clients with problems when necessary" and "adjusted readily to new situations". Student C's self rating was consistent with that of the agency and university supervisors. (See Appendix G for a copy of Student C's scores).

Summary

Inspection of the student ratings revealed that Student A's highest level of behavior change occurred in the category of relationship skills and for Student B it was in personal qualities. Student C's highest level was associated with execution. Student A and C showed a higher level of consistency in performance on personal qualities. For Student B there was no concentrated area of consistency. Only Student C showed a decrease in some skills from first to second observation. The highest number of non-observable skills for all three students was noted in the area of planning. It was noted that no student had the opportunity to select program objectives or to initiate appropriate activities for the agency. Only one student had an opportunity to plan and direct her own work.

The three students' self-ratings were consistent with those of their supervisors. Two students indicated a lower self-rating on the skill, "adjusts readily to new situation" while one rated herself higher. Collectively the students rated above average on performance during their off-campus experience.

Summary

The findings were presented in four sections: characteristics of the participants, assessment of the program, facilities, and assessment of student performance.

The participants in the study possessed some similar characteristics. The student trainees were from rural towns, low-income families and had received financial support through the Family and Community Services Program. The agency supervisors had been employed in social service positions two to three years. Three had received college degrees and one had earned college credits in the area of psychology. The four faculty members had earned Master's Degrees and one was working toward the doctorate degree. Three were in home economics and one was in social work, and their professional experience ranged from one to 16 years. All four teachers held membership and participated in organizations related to their academic areas.

The student trainees generally agreed that there were courses they would have preferred taking prior to or following the field experience program. Psychology, crisis intervention and courses related to problems of poverty were mentioned as the courses needed to improve the field experience program. The students believed the field experience program assisted them in integrating theoretical knowledge gained in the classroom with practical experience. The agency supervisors reported they believed the program was adequate in the areas of preparation, scope, and depth. Psychology was mentioned as the content area most needed by the students in preparing for the field experience program.

The students and teachers perceived the major item limiting the effectiveness of the program was space. Collectively, the students reported the expenses incurred by them during their off-campus experience had caused a financial burden.

The student trainee ratings revealed that each student rated above average on performance during her off-campus experience. Inspection of the professional competencies included on the evaluation instrument revealed that the students had the highest number of non-observable skills in the area of planning. For all three students, the greatest increase in behavior change was in the area of personal qualities.

DISCUSSION

The community services program continues to be an important segment of the home economics curricula in many colleges and universities. Educators in the field will continue to organize new ways to implement programs based on knowledge of family-environment interrelationships, and to channel established ones in new directions. In addition, home economists will continue to team up with other disciplines to build comprehensive programs that will meet the needs of individuals and families. If home economics is to interact effectively with families it is likely that more programs will incorporate an off-campus experience into their curriculum. A review of literature was conducted and data are available concerning field services in other areas, however, little was written regarding the newly designed community services programs.

Data are needed concerning the effectiveness of these programs in meeting the needs of the communities they serve, as well as an effective measure for assessing students' performance in such programs. Therefore, this study was undertaken to determine the feasibility of the newly established Family and Community Services Program at Mississippi Valley State University. This chapter focuses upon the discussion of the findings related to the four objectives. The objectives of the study were to provide a description of the need for the Mississippi Valley State University Family and Community Services Program including a description of agencies available for student placement, to assess personal growth of students involved in the field experience program by agency and university supervisors and through self-assessment, to assess the strengths and weaknesses of the program as

perceived by student and agency and to delineate future needs of the program in relationship to personnel, program dimensions, facilities and resources.

In order to meet the needs of the poor and disadvantaged the Mississippi Valley State University was established in 1950 in the heart of the Yazoo-Mississippi Delta. Since its inception, the University has continued to work toward meeting the needs of these individuals. In recent years it has developed new and innovative approaches to education and to meeting the needs of the communities it serves. As a means to enhancing this goal the Family and Community Services Program was incorporated into the curricula. The major focus of this program was to provide the structure within the University for studying family-environment interrelationships. It was the consensus of the faculty, students, administration and community leaders that this program could formulate interdisciplinary solutions for complex problems in rural communities. It was further believed that the program could provide the interpersonal relationships and communicative skills which are required for working with families in community settings. In order to help determine the extent to which those solutions were viable, an evaluation instrument was developed to assess student performance in the field experience program.

The findings of this study were consistent with those of Schubert (1958) who found that most of the students in the social service program at the University of Chicago had a high degree of professional self-discipline and were aware of the clients' social and economic needs. About one-half of the participants performed consistently at the "superior" level.

Data associated with the student trainee evaluation instrument in the present study indicated the students continued to improve in performance from the first to second observation. It should be noted that the students were generally rated higher on the first observation than would be expected. Therefore, the personal growth gained from the first to second observation was not too great. Since the sample was small it was not possible to apply inferential statistics to determine if the improvement in performance was significant at any point.

The findings related to personal growth were in general agreement with those of Jones (1974) who reported the students involved or who had been involved in the off-campus experience in the family environment department at Iowa State University had gained personal growth from the experience. The respondents in her study tended to believe that the quarter enrolled or the amount of interaction with families might have had some relationship to personal growth.

The evidence that personal growth does take place during the field experience and continues to improve over a period of time, supports continuation of the field experience as a component of the program. The present instrument used in evaluating student performance appeared to work well for all who used it. Since evaluation instruments for such an experience do not presently exist, the one developed by the investigator bears future trial.

The agency supervisors and student trainees were able to identify strengths and weaknesses in the program's curriculum. The students indicated there were courses that should be required prior to and following the field experience. Those most frequently mentioned as the greatest need

were crisis intervention, psychology and courses related to problems of poverty. The agency supervisors mentioned psychology as the course needed most.

The findings relating to curriculum in this study were consistent with those of Jones (1974), who reported that students involved in the off-campus program at Iowa State University supported modification in the curriculum to provide an opportunity to visit different agencies before the experience and to offer more seminars. The three trainees in the present study agreed that there were activities they would have preferred to participate in prior to the off-campus experience, which were to visit the assigned agency during the semester prior to the practicum and more seminars dealing with social problems or other conditions. This suggests that a variety of course options be offered prior to the field experience for juniors and seniors and that students be given an opportunity to visit different agencies before selecting one for the field experience. This also suggests that seminars be offered concurrently with the field experience and again following the off-campus experience.

The student trainees tended to gain a more positive self-concept when they were provided an opportunity to assess their own strengths and weaknesses during their field experience. The students' and agencies' conception of the greatest curriculum need was similar. Both groups agreed there was a need for more psychological skills in order to perform more effectively in a diversity of jobs and for future careers in community or social agencies.

There seems to be a relationship between the way the students felt about their ability to adjust to new situations or to people with problems different from their own and job aspirations. The field experience program tended to assist the students in identifying jobs which were suitable for them. These findings were similar to that of Wedemeyer (1969) who indicated that the field experience provided an opportunity for students to develop their self-concepts. They learn about themselves and this knowledge aids the students in matching their own personalities, abilities and aptitudes to those required by a future career. A similar philosophy was exemplified by Jones (1974) who stated that exposing the students to the "world of work" tended to enhance their job aspirations.

It was not surprising to find that little had been done with the evaluation of student performance in a field experience setting, especially those experiences that were directly associated with the community services programs. This may be due, in part, to the newness of the programs in colleges and universities, especially as they relate to home economics.

Johnson and Swope (1972) noted that only a few home economics curricula in institutions of higher education offered a field experience, directed experience or internship programs. However, they believed this type of experience was needed to complement those home economics programs which were geared toward preparation for occupation. LeBaron (1967) also emphasized the value of the field service with agencies or industries before graduation. She believed this type of interaction can be experienced and subsequently evaluated in the classroom.

Although no study was found which focused on the evaluation of student

performance, it is believed that this component of the program is essential if educators are to assist students in identifying their strengths and weaknesses associated with educational experiences or future job opportunities. The present study revealed that the supervisor's rating of the student's performance during the field experience program assisted the student in identifying her strengths and weaknesses in the six categories of planning, execution, management, evaluation, relationship skills and personal qualities. Even though the supervisor's rating was higher than would be expected there were differences between items in various categories and from the first to the second observation.

Based on the observations made during the evaluation phase of the program, it is recommended that the present form of evaluation be used again, with the exception that the competencies and the evaluation scale be discussed with the student, agency supervisor and program coordinator. An understanding of these factors could increase usefulness of the evaluations.

The review of literature provided no data concerning the determination of future needs of similar programs in relation to personnel, program dimensions, facilities and resources. Responses from the faculty and students in the present study revealed that the greatest need to improve the program was space and transportation. Generally one may expect a limitation of both resources in a relatively new program, but transportation may continue to be a problem because of the location of the University. It is suggested that adequate classrooms, more office space and study areas be sought to improve the facilities within the program on campus. In summary, the study supports a need for the field experience program to augment

classroom learning and to assist students in identifying their strengths and weaknesses.

SUMMARY AND RECOMMENDATIONS

The major focus of this study was to determine the feasibility of the Family and Community Services Program at Mississippi Valley State University. More specifically, four objectives formed the basis of the study. They were to:

1. Provide a description of the need for the Mississippi Valley State University Family and Community Services Program including a description of agencies available for student placement.
2. Assess personal growth of students involved in the field experience program by agency and university supervisors and through self-assessment.
3. Assess the strengths and weaknesses of the program as perceived by student and agency.
4. Delineate future needs of the program in relationship to personnel, program dimensions, facilities and resources.

Subjects for this study were students and agency personnel involved in the field experience program spring, 1975 and the Family and Community Services faculty. There were eleven participants: three students, four agency workers and four faculty members.

Data were collected by interviews, questionnaire and rating scales. Four of the five instruments were developed by the investigator and one was selected from the literature. The instrument selected was revised from Jones' (1974) study to collect general information and data pertaining to the curriculum and facilities. The interviews were conducted to determine students' and agency supervisors' perception of the field experience program and selected areas of the curriculum. The rating scale delineated

the students' performance during their off-campus experience.

A descriptive analysis of data associated with the characteristics of the participants suggested that the three student trainees were similar in most of the characteristics assessed. They were from rural Delta towns, low-income families and had received financial assistance through the Family and Community Services Program. They had come from poorly educated families and were the first members of their families to receive a college degree.

The four agency supervisors involved in the field experience program had been employed in their social service positions for two or more years and had received academic degrees or credits commensurate to their jobs. They had received certifications for the areas in which they were presently employed.

The four faculty members had earned academic degrees appropriate for college teaching and had acquired college degrees in academic areas in which they were presently employed. The years of professional experience ranged from one to 16 years. One faculty member had three years, one had six, and another sixteen; the fourth had one year of experience. Each teacher had participated in professional organizations closely associated with their profession.

Analysis of data relating to the students' reactions to the curriculum suggested that there were strengths and weaknesses in the program. Students agreed that the meeting sessions with the program coordinator and their supervisor had helped to increase their performance on the job. The students suggested that psychology, crisis intervention, selective

business courses and courses closely related to problems of poverty be added to the program's curriculum.

The three students indicated that there were activities they would have preferred to participate in prior to their field experience. Among those mentioned were to visit the assigned agency the semester prior to the practicum, more seminars dealing with social problems or with conditions such as retardation, emotional disturbance and physical handicap, seminars using faculty members for guidance and resource persons from the agencies and a practicum of smaller dimensions for a few credits.

During the interview sessions the student trainees indicated they were able to assess many of their strengths and weaknesses through participating in the field experience program. They reported there were adjustment problems they had to cope with, and the most frequently mentioned was being able to adjust to individuals with problems different from their own. They reported job aspirations were influenced by the field experience. The revision most frequently mentioned by the students was related to changes in the curriculum.

Generally the agency supervisors believed the students were adequately prepared to perform specified tasks within the agencies. Psychology was mentioned by agency supervisors as a course that should be added to the curriculum. They agreed that the scope of the program was flexible and allowed for greater agency participation.

Student scores on the student trainees' rating scale showed that students continued to improve in performance over time during the field experience. For Students A and B the greatest improvement was in the area of personal

qualities, and for Student C it was the area of relationship skills. On some competencies the students achieved the highest level of performance prior to the second observation of the field experience. Observation revealed that the students had less opportunity to participate in planning activities with the agency and clients during their off-campus experience.

Recommendations

Although this study was limited to eleven participants and the findings can not be generalized beyond Mississippi Valley State University, the results may be helpful to other institutions with similar programs. Therefore the following recommendations are made.

Because the sample was too small to draw statistical inferences it is recommended that research involving the assessment of student performance in field experience programs be continued in future research.

It is recommended that agency personnel and field experience coordinators identify methods and techniques of incorporating students in planning program activities for clients involved in the agency program.

Crisis intervention, psychology and problems of poverty should be included in the program's curriculum; seminars should be offered concurrently with the field experience and again following the off-campus experience.

Adequate classrooms, office space and study rooms should be identified and made accessible for faculty and students involved in the program.

Finally, it is recommended that financial support be sought to assist students in defraying expenses incurred during the field experience.

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APPENDIX A: STUDENT TRAINEE QUESTIONNAIRE

MISSISSIPPI VALLEY STATE UNIVERSITY
FAMILY AND COMMUNITY SERVICES
STUDENT TRAINEE QUESTIONNAIRE

GENERAL DIRECTIONS

Included in the following questionnaire are statements which require either the selection of an answer or others which require a ranking of several choices. Please read each statement carefully before attempting to answer.

Some of the statements or questions may not apply to certain individuals and will need to be omitted. If possible, an explanation for each question or statement omitted would be helpful. Additional comments would also be appreciated.

Your name and address as well as specific facts concerning your placement have been requested. However, all responses will be treated confidentially and will not be reported in any manner which would identify the person responding.

MISSISSIPPI VALLEY STATE UNIVERSITY
FAMILY AND COMMUNITY SERVICES
STUDENT TRAINEE*

QUESTIONNAIRE

I. GENERAL INFORMATION

A. Name _____

B. Present Address _____

C. Please answer the following questions relating to your placement in the field experience program.

1. Semester enrolled _____ Year _____

2. In what semester do you plan to finish your studies at the University? _____

3. Name and address of agency in which you did your field experience work _____

4. Initial arrangements for placement in this agency were made by:

_____ Yourself

_____ FCS coordinator

_____ Yourself and FCS coordinator

_____ Other (specify) _____

5. Did you receive any pay from the agency either directly or in the form of room, board, travel, etc?

_____ Yes

_____ No

If yes, indicate the form, i.e., room, board, travel, etc.

*Adapted from an instrument developed by Evelyn Jones in Family Environment, Iowa State University, Ames, Iowa.

6. During your field experience work, did you have contact with students from other educational institutions who were enrolled in field experience work?

_____ yes

_____ no

If yes, what was the nature of this contact? _____

D. Please be as accurate as possible in describing your field experience.

1. Did you have an opportunity to observe or participate with any other social service agency?

_____ yes

_____ no

If yes, what agency? _____

What accomplishments were achieved through the observation or participation? _____

2. How often did you meet with the FCS coordinator during the off-campus experience?

_____ daily

_____ weekly

_____ every two weeks

_____ monthly

_____ other (specify) _____

3. What type(s) of experiences were discussed in your sessions?

- 1. _____
- 2. _____
- 3. _____

4. What could the FCS coordinator do to improve these sessions?

- 1. _____
- 2. _____
- 3. _____

5. How often did you meet with the agency supervisor to discuss experiences occurring in the agency setting?

- _____ twice a week
- _____ weekly
- _____ every two weeks
- _____ monthly
- _____ other (specify) _____

6. Were your supervisor's sessions helpful for you?

- _____ yes
- _____ no
- _____ sometimes

If yes, how? _____

If no, how do you think they could be improved? _____

7. What position did the agency supervisor hold who directly supervised your work? _____

8. What written work was required by you?

A. By the FCS coordinator _____

B. By the agency _____

9. Rank in order the activities in which you spent the greatest percentage of your time? Use the scale 1 to 6, with 1 indicating the largest percentage of time spent on an activity and 6 representing the least amount of time spent on an activity.

_____ a. working with clients under the supervision of someone from the agency

_____ b. working independently with clients

_____ c. agency staff meetings or conferences

_____ d. doing routine tasks or clerical work

_____ e. contacting other social service agencies and or their clients

_____ f. other, explain _____

II. CURRICULUM

In order for the field experience work to be more effective, it is important to consider the courses and experiences available to students both before and after the off-campus semester.

- A. Please review the attached forms describing the Family and Community Services Courses. From these courses, rank in order the three you believe were most helpful to you in the preparation for the field experience program:
(See Attachment No. 1)

- 1. _____
- 2. _____
- 3. _____

- B. List any additional courses in the FCS Curriculum you believe were helpful to you in the preparation for the field experience program: (See Attachment No. 11)

- 1. _____
- 2. _____
- 3. _____

- C. List any additional courses in the University's curricula you believe should be required for students before going on the field.

_____	_____
_____	_____
_____	_____

- D. List those Family and Community Services courses you would consider to be of more value if taken following the off-campus experience.

_____	_____
_____	_____
_____	_____

- E. List any type(s) of course(s) not available that you believe would be of value before the off-campus semester.

_____	_____
_____	_____
_____	_____

- F. Did the off-campus experience influence your selection of the courses under letter E?

_____ Yes

_____ No

If yes, explain _____

III. LEARNING ACTIVITIES

- A. Which of the activities would you view as worthwhile and would like to have participated in before the off-campus semester.

- _____ 1. a practicum of smaller dimensions for a few credits available earlier in your course of study.
- _____ 2. an opportunity to visit the assigned agency during the semester before the practicum.
- _____ 3. an opportunity to visit different agencies before making the actual selection of one for the off-campus experience.
- _____ 4. more seminars dealing with social problems, or to such conditions, as retardation, emotional disturbance, physical handicap, etc.
- _____ 5. seminars using faculty members for guidance and resource persons from agency or community as needed.

B. What would have been your preference for meeting times with the FCS coordinator to discuss your experiences occurring in the agency setting?

_____ twice a week

_____ weekly

_____ once every two weeks

_____ monthly

_____ once during the off-campus experience

_____ meetings not necessary

_____ other (specify) _____

C. What do you believe was the greatest need in order to improve your experience in the placement you had? If you check more than one, indicate their order with number 1 indicating the greatest need.

_____ 1. an opportunity to visit other agencies and become familiar with their services

_____ 2. a better chance to work with the total family situation rather than just the individual clients

_____ 3. a chance to work with clients having some of the more difficult problems.

_____ 4. a chance to work with more varied situations

_____ 5. an opportunity to attend seminars or other work-related activities outside of the regular 40 hour work week

_____ 6. a chance to work independently with clients

_____ 7. a chance to use or observe the use of different types of counseling techniques and/or therapy

_____ 8. an opportunity to spend more of my time actually working with clients

_____ 9. other (specify) _____

D. While working with the clients, did you have the opportunity to interact with other members of their families?

_____ Yes

_____ No

If yes, what was the nature of the interaction? _____

If no, check the reason or reasons that you believe prevented the interaction.

- _____ a. the family was never involved due to the nature of the agency's service
- _____ b. a shortage of time due to the number of clients did not allow for interaction with the client's family
- _____ c. other agency personnel came in contact with families but due to my position, I did not
- _____ d. contact with families of individual clients was not encouraged by agency personnel
- _____ e. the agency did not seem interested in involving the family
- _____ f. due to the distance from home communities, it was almost impossible for the client's family to come to the agency
- _____ g. families did not seem to respond to the agency's wish for their involvement
- _____ h. other (specify) _____

E. FACILITIES AT MISSISSIPPI VALLEY STATE UNIVERSITY

A. Do you feel that any of these factors limited the effectiveness of the Family and Community Services Program? (Check one or more)

_____ Budget

_____ Lack of facilities

_____ Lack of competent personnel at the University

_____ Location of the University

_____ Space

_____ Other (specify) _____

B. In what specific way did the item(s) checked hamper the success of the Program?

ATTACHMENT I

COURSE DESCRIPTION
 FAMILY AND COMMUNITY SERVICES MAJOR
 MISSISSIPPI VALLEY STATE UNIVERSITY
 (B.A. Degree)

- 105 Human Nutrition: 3 Sem. Hrs. 3 Hrs. Lecture. A study of the nutritive needs of the body with emphasis on functions of the nutrients in the body, their food sources and requirements for persons of different ages and activities.
- 201 Textiles for Consumers: 3 Sem. Hrs. 3 Hrs. Lecture. A study of the important textiles, fiber yarns and construction as a basic for selecting fabrics for clothing and the home.
- 215 Family Meal Preparation: 3 Sem. Hrs. A course primarily designed to provide experience in family meal preparation and management. A variety of meals is included at different cost levels and for a number of family occasions.
 (Lecture and Laboratory)
- 304 Home Nursing: 1 Sem. Hr. 1 Hr. Lecture. Special problems in the promotion of health of the family and home care of the sick.
- 318 Family Economics: 3 Sem. Hrs. 3 Hrs. Lecture. Identification of resources used in daily living; principles of resources used; managing resources to obtain satisfaction for individuals and families.
- 319 Principles of Clothing Construction: 3 Sem. Hrs. Lab. Basic techniques in clothing construction.
- 320 Consumers in the Market: 3 Sem. Hrs. Study of marketing from the viewpoint of consumer-buyer. Evaluation of merchandising practices and legal controls in relation to prices and quality of consumer goods, and services.

- 325 Child Development: 3 Sem. Hrs. 2 Hrs. Lecture. 2 Hrs. Lab. A course in child development which is concerned with the basic knowledge presently available about child behavior and the developmental patterns in physical growth, intellectual development, and social development in the child from birth to adolescence. (Offers opportunities to observe children in natural play and school setting).
- 326 Child Nutrition: 2 Sem. Hrs. 2 Hrs. Lecture. Food patterns, dietary intakes and nutritional requirements of infants, children and adolescents.
- 345 Art Related to Home and Dress: 3 Sem. Hrs. 3 Hrs. Lecture. Designed to develop an understanding of applied principles of design in clothing accessories, and exterior and interior of the home, opportunity furnished for practical solution of personal and home design problems.
- 405 Seminar: 1 Sem. Hr. 1 Hr. Lecture. (Senior Standing) Meeting of students and staff to discuss topics of current interest in Family and Community Services.
- 407 Methods: Promotes the theoretical knowledge and skill involved in community services. Techniques for leading individuals and groups in formal and informal situations. Study and evaluation of various methods including creative techniques in group planning and decision making.
- 409 Field Practicum: Field Practicum application and integration of concepts, principles and methods of community services practice. Through conscious use of knowledge, self, agency and community resources, the students develop understanding, professional attitudes and skills.

416 Theory and
Application of Home
Management:

3 Sem. Hrs. (Senior Standing) Decision making in the organization and operation of the household as affected by family resources, social-economic conditions, and values.

418 Social Services to
Families:

3 Sem. Hrs. A review and evaluation of goals and programs of selected local services agencies meeting the needs of troubled families. Field trips, class discussion, supervised agency consultation and experience are provided.

425 Experimental
Clothing
Construction:

3 Hrs. Cr. Experimental approach to the study of factors influencing sewing construction; evaluation of sewing techniques.

ATTACHMENT II

PLAN AND CREDIT SHEET
MISSISSIPPI VALLEY STATE UNIVERSITY
FAMILY AND COMMUNITY SERVICES

124 CREDIT HOURS

I. GENERAL EDUCATION

Humanities 36 Hours

English Composition	6 Hours
World Literature	6 Hours
Speech	3 Hours
Art Appreciation	3 Hours
American Government	3 Hours
Intro. to Philosophy	3 Hours
Spanish or French	6 Hours
Western Civilization	6 Hours

Natural Sciences 13 Hours

General Biology or Chemistry	8 Hours
General College Math	3 Hours
Computer Science	2 Hours

Supporting Disciplines 23 Hours

Introduction to Sociology	3 Hours
Social Psychology	3 Hours
Economics	3 Hours
Elementary Statistics	3 Hours
Personal Hygiene	3 Hours
Freshman Activity	2 Hours
General Psychology	3 Hours
Marriage and the Family	3 Hours
Orientation	NC

II. PROFESSIONAL COURSES

40 Hours

Human Nutrition	3 Hours
Theory and Application of Home Management	3 Hours
Home Nursing	1 Hour
Child Development	3 Hours
Family Economics	3 Hours
Family Meal Preparation	3 Hours
Textiles for Consumers	3 Hours
Art Related to the Home and Dress	3 Hours
Principles of Clothing Construction	3 Hours
Introduction to Social Work	3 Hours
Social Work as a Social Institution	3 Hours
Methods	3 Hours
Field Practicum	6 Hours

ELECTIVES

12 Hours

APPENDIX B: STUDENT TRAINEE EVALUATION INSTRUMENT

**MISSISSIPPI VALLEY STATE UNIVERSITY
FAMILY AND COMMUNITY SERVICES**

STUDENT TRAINEE EVALUATION

NAME _____

AGENCY _____ 2 Weeks ____ Date ____

EVALUATOR _____ 8 Weeks ____ Date ____

SEMESTER _____

DIRECTION

This instrument will help assess the degree of achievement demonstrated by the trainee at the end of the second and eighth weeks. Please respond to each statement by selecting the appropriate number from the general rating scale shown below. Enter the appropriate number in the blank to the right of each item.

Clearly Below Average	Average	Clearly Above Average
1	2	3
4	5	6
7	8	9

If there is no opportunity to observe the behavior, record an X.

PROFESSIONAL COMPETENCIES

PLANNING

THE TRAINEE:

1. selected program objectives suitable to need of agency, and clients 1. ____
2. involved clients in development of program plan 2. ____
3. identified community resources usable in execution of program 3. ____
4. initiated appropriate new activities for agency 4. ____

EXECUTION

THE TRAINEE:

5. implemented different forms of strategies in carrying out program 5. ___
6. provided an opportunity for clients to participate actively 6. ___
7. used resources of community in execution of program 7. ___
8. recognized and used "teachable moments" when they occurred 8. ___
9. created a positive, success-oriented learning environment 9. ___

EVALUATION

THE TRAINEE:

10. listened to clients to determine use of information or assistance 10. ___
11. observed clients to judge if expected change of behavior occurred 11. ___

MANAGEMENT

THE TRAINEE:

12. recognized own strengths and limitations and planned work accordingly 12. ___
13. executed assigned work on time and with acceptable results 13. ___
14. planned a creative program within the limits of available resources 14. ___

RELATIONSHIP SKILLS

THE TRAINEE:

15. did not "turn off" clients 15. ___
16. provided clients with appropriate encouragement 16. ___
17. listened to clients' concern 17. ___

- | | |
|--|---------|
| 18. confronted clients with problems when necessary | 18. ___ |
| 19. arbitrated solutions with clients when conflict of interest occurred | 19. ___ |
| 20. accepted clients who had a value system different from one's own | 20. ___ |
| 21. let problems belonging to the client reside with the client | 21. ___ |

PERSONAL QUALITIES

- | | |
|---|---------|
| 22. worked harmoniously with others | 22. ___ |
| 23. adjusted readily to new situations | 23. ___ |
| 24. planned and directed own work | 24. ___ |
| 25. expressed consideration and kindness toward others | 25. ___ |
| 26. exhibited self control; did not show anger, frustration | 26. ___ |
| 27. respected confidence of staff and clients | 27. ___ |
| 28. accepted assigned jobs willingly | 28. ___ |
| 29. dressed appropriately for position | 29. ___ |
| 30. communicated effectively in writing | 30. ___ |
| 31. communicated effectively orally | 31. ___ |

ADDITIONAL COMMENTS:

APPENDIX C: STUDENT TRAINEE INTERVIEW SCHEDULE

MISSISSIPPI VALLEY STATE UNIVERSITY
FAMILY AND COMMUNITY SERVICES

STUDENT TRAINEE INTERVIEW SCHEDULE

NAME _____

PRESENT ADDRESS _____

TRAINING PERIOD FROM _____ 19 __ TO _____ 19 ____

1. What were the most rewarding aspects of the total field experience program for you?

2. What adjustment problems did you have to cope with while you were involved in the program?

3. In evaluating the overall aspects of the field experience program, was it effective in helping to better prepare you for employment in the human services area?

4. If you were to participate in the field experience program again, what aspects of the program would you like to see changed?

APPENDIX D: AGENCY SUPERVISOR INTERVIEW SCHEDULE

MISSISSIPPI VALLEY STATE UNIVERSITY
FAMILY AND COMMUNITY SERVICES
FIELD PRACTICUM

AGENCY SUPERVISOR INTERVIEW SCHEDULE

Profile of the person responsible for the supervision of the students within the agency.

Name _____

Position _____

Length of time in position _____

Educational background

College _____

Degree _____

Major _____

Type of certification _____

Professional experience _____

1. Do you believe the student you supervised was adequately prepared to perform specified tasks?

_____ yes

_____ no

If no, specify areas needing improvement _____

2. What is your general reaction to the Family and Community Services Program in terms of:

1. Area of preparation

2. Course content

3. Scope

4. Depth

3. Do you believe that the length of time the student spent in the agency was reasonable?

_____ Yes

_____ No

If no, what advantage(s) do you believe that additional or less time would provide for the agency and students?

APPENDIX E: INSTRUCTORS IN THE FAMILY AND COMMUNITY
SERVICES PROGRAM EVALUATION INSTRUMENT

INSTRUCTORS IN THE FAMILY AND COMMUNITY SERVICES PROGRAM
AT
MISSISSIPPI VALLEY STATE UNIVERSITY

BACKGROUND INFORMATION

College _____

Degree _____

Major _____

Minor _____

Academic Title _____

Professional Experience

Membership and participation in professional and civic organizations
and activities

APPENDIX F: JONES' INSTRUMENT

I. General Information

- A. Name _____
- B. Current Address _____

- C. Please give the following information about your placement in the field work experience.
1. Quarter enrolled (e.g. F '72) _____
 2. How many quarters did you have left until graduation after returning to campus from the off-campus course? _____
 3. Name and address of agency _____

 4. Initial arrangements for placement in this agency were made by:
() Yourself, () FE coordinator, or () both were involved.
 5. Briefly describe your housing arrangements: _____

 6. Did you receive any pay from the agency either directly, or in the form of room, board, etc.? () YES () NO If yes, explain

 7. During the off-campus course, did you have contact with other students who were also enrolled? () YES () NO If yes, what was the nature of this contact? _____

- D. As accurately as possible, we are seeking a description of your actual off-campus experience.

1. Did you have contact with social service agencies other than the one you were placed with? () YES () NO If yes, who arranged the contact(s)? _____
Briefly describe the contact(s) _____

2. Approximately how often did you meet with the FE coordinator during the quarter of off-campus study? (e.g. weekly, monthly)

3. What position was held by the persons in the agency who directly supervised your work? _____
4. Was your direct supervisor the same person who had contact with the FE coordinator? () YES () NO () DON'T KNOW.
5. What written work was required of you?
 - a. by the FE coordinator: _____

 - b. by the agency: _____

6. In considering your work during an average week, list an approximation of the percentage of time spent at the various types of activities.
 - _____ a. working with clients under supervision of someone from the agency
 - _____ b. working independently with clients
 - _____ c. agency staff meetings or discussions
 - _____ d. doing routine tasks or clerical work
 - _____ e. contacting other social service agencies and/or their clientele
 - _____ f. other activities (explain) _____

7. Additional comments describing your work in the agency: _____

E. Please list all jobs which you have held since completing the off-campus experience.

Descriptive Title	Length of Employment	Approximate Salary (per month)
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____

II. Job Preparation

One area which is of interest to us is the extent to which the off-campus experience relates to later job experience. We would like your response to the following questions.

A. Please check the appropriate answer.

YES NO

- () () 1. I have used direct contacts I developed during the off-campus program in finding a job.
- () () 2. As a result of this experience, my job aspirations changed.
- () () 3. From the off-campus experience, I learned of jobs that I had not been aware of previously.
- () () 4. While working in the agency, I became aware of types of work that are not suitable for me.

B. Considering your present or most recent employment, do you feel the off-campus experience influenced any of the following? If you have not been employed since taking the off-campus course, check here () and go to Part III.

YES NO

- () () 1. helped in your selection over other candidates
- () () 2. helped in developing your interest for this type of work
- () () 3. helped you adjust to problems in this job

YES NO

- () () 4. actually helped you to do better work in the long run
- () () 5. made it easier to get along with your supervisors and other co-workers
- () () 6. actually has no connection because my field of work assignment was not in the area of my main interests
- () () 7. Other (explain) _____

III. Personal Growth

Thinking back to the quarter of off-campus study, please respond to the following by checking the column which comes closest to expressing how you feel.

A. How much were the following attributes influenced by your off-campus experience?

	Increased a great deal	Increased somewhat	Not Influenced	Decreased somewhat	Decreased a great deal
1. self-confidence					
understanding of myself (self-awareness)					
2. understanding of a work situation					
3. ability to communicate with others					
4. ability to think and work independently					
5. understanding or acceptance of others with different lifestyles and values					
6. sense of responsibility for my own efforts					
7. dependence upon my own judgments					
8. ability to evaluate self - both positively and negatively					
9. feeling of self-fulfillment rather than disillusionment					
10. ability to work with people in stress situations					

B. How were the following academic and extra-curricular factors influenced after your return to the campus?

	Increased a great deal	Increased somewhat	Not influenced	Decreased somewhat	Decreased a great deal
1. ability to actively participate in classes					
2. motivation toward coursework					
3. disillusionment with coursework					
4. interest in campus activities					
5. desire to work in volunteer organizations					
6. other (specify) _____					

IV. Curriculum

In order for the off-campus quarter of study to be most effective it is important to consider the courses and experiences available to students both before and after the off-campus quarter.

A. After reviewing the attached sheet describing the Family Environment courses, list by number (e.g. FE 415) the three copies that were of most value to you in preparation for the off-campus experience:

1. _____
2. _____
3. _____

B. List all FE courses which you feel should be required for students prior to taking the off-campus program: _____

- C. List all other courses which you feel should be required for students prior to taking the off-campus course: _____

- D. List by course number those Family Environment courses you would consider to be of more value if taken following the off-campus experience.
- E. List any type(s) of course(s) not available that would be valuable prior to the off-campus quarter: _____

- F. Did the off-campus experience influence your selection of courses?
() YES () NO If yes, explain _____

- G. Given the option to select from any of these alternatives, which activities, if any, would you view as worthwhile and would have participated in prior to the off-campus quarter? Check all those that apply.
- _____ 1. Weekly seminar during the quarter prior to the practicum for which one hour of credit is given
- _____ 2. A practicum of smaller dimensions for fewer credits available earlier in your course of study
- _____ 3. A 3-5 day seminar of intensive preparation the first week of the quarter immediately prior to going to the agency setting
- _____ 4. An opportunity to visit different agencies prior to making the actual selection of one for the off-campus course
- _____ 5. An opportunity to visit the assigned agency during the quarter prior to the practicum.
- _____ 6. Other (specify) _____

H. Do you think that a one or two credit seminar during the quarter following the off-campus experience would have been of value to you?

() YES () NO If yes, check one from the following list that you would select.

- _____ 1. Seminar with other students led by the FE coordinator with the goal of discussing experiences, problems and reactions to the off-campus experience.
- _____ 2. Seminar dealing with family problems related to such conditions as retardation, emotional disturbance, physical handicap, alcoholism, etc.
- _____ 3. Seminar led by the students using faculty members for guidance and/or resource information as needed.
- _____ 4. Other (describe) _____

V. Arrangements

As we consider the preparation for this off-campus course, certain arrangements also come to mind that must be made in order to participate in the experience. Respond to the following by placing a check in the most appropriate column.

A. Who should be responsible for the following arrangements? If you feel an item is a joint responsibility, check all those that apply.

	student	FE	department	agency
1. Securing of housing				
2. Freeing student of Ames housing obligations				
3. Transportation arrangements				
4. Making initial contact with an agency and seeking cooperation of a supervisor				

- B. To what extent were the following factors a difficulty in your enrolling in and preparing for the off-campus program:

	a great deal of difficulty	of some difficulty	little or no difficulty
1. Securing housing accommodations			
2. Leaving housing in Ames			
3. Transportation arrangements			
4. Increased financial needs due to living arrangements			
5. Securing parental approval			
6. Leaving campus activities			
7. Temporarily leaving friends			
8. Other (specify)			

VI. Learning Experiences, Requirements and Evaluation

We are also concerned with the learning experiences, specific requirements and evaluation procedures of the actual off-campus experience as it now exists.

- A. Please circle the most appropriate response.

SA = Strongly Agree
 A = Agree
 D = Disagree
 SD = Strongly Disagree

- SA A D SD 1. The off-campus course should be kept on an elective basis rather than becoming a requirement.
- SA A D SD 2. I felt that 10-11 weeks for the off-campus practicum was too short.
- SA A D SD 3. I would rather have enrolled in an off-campus practicum for a shorter time.

- SA A D SD 4. Enrolling in the off-campus program a second time would be valuable if the agency placement was different.
- SA A D SD 5. When considering that 26 credits are received for this experience, I feel that more would have been gained if I had taken 26 credits of classwork.
- SA A D SD 6. A graded (A-B-C-D-F) system motivates a person to work more and possibly do a better job.
- SA A D SD 7. Overall requirements for the off-campus experience are too lenient.
- SA A D SD 8. I felt that I could have used more assistance from the FE coordinator during the field work experience.
- SA A D SD 9. Problems concerning my work in the agency could be freely discussed with the FE coordinator.
- SA A D SD 10. The evaluation of my work during the off-campus course was insufficient and/or incomplete.
- SA A D SD 11. The off-campus course should have specific written assignments.
- SA A D SD 12. The off-campus course should have specific work requirements for each student.
- SA A D SD 13. Guidance from faculty members in addition to the FE coordinator would have been helpful during the off-campus program.
- SA A D SD 14. I was motivated more to work to my capacity during the off-campus program than during the quarters on campus.
- SA A D SD 15. I felt less pressure during the field work than during quarters on campus.
- SA A D SD 16. The off-campus program provided growth experiences not possible to attain from courses on campus.
- SA A D SD 17. The agency benefited from my presence and participation.
- SA A D SD 18. While in the agency setting I had a chance to see how policies of the agency are determined.

- SA A D SD 19. At times, I was given too much clerical or "busy" work.
- SA A D SD 20. I felt that my supervisor was as cooperative as possible in helping me meet my objectives during the off-campus experience.
- SA A D SD 21. I feel that my supervisor's idea of the off-campus experience was very similar to mine.
- SA A D SD 22. There was cooperation between the supervisor and the FE coordinator in guiding my work during the field work experience.
- SA A D SD 23. I felt that I was treated as a co-worker by the agency personnel.
- SA A D SD 24. Reinforcement by my supervisor was given to me during my work at the agency.
- SA A D SD 25. During the off-campus quarter I experienced a big gap between how a situation "ought to be handled" and how it actually is handled.
- SA A D SD 26. The amount of authority given to me to make decisions while working with clients increased during the quarter.

B. The best system for grading your off-campus experience would have been: (check one)

- 1. Pass/Fail basis
- 2. Graded system (A-B-C-D-F) with the grade determined jointly by agency supervisor and FE coordinator
- 3. Graded system with the grade determined by FE coordinator only

Briefly explain your response to the above question: _____

C. Do you feel that the following would be valuable off-campus study requirements?

YES NO

- () () 1. A log of day to day activities, impressions, reactions, questions.
- () () 2. A paper summarizing the experience at the end of the quarter.

YES NO

- () () 3. Reports mailed to the department coordinator on a weekly basis followed by his evaluation or response (by mail or in person)
- () () 4. Specific experiences to be carried out that have been set up at the beginning of the quarter with the cooperation of the agency supervisor, FE coordinator and the student.
- () () 5. Other (specify) _____
-

D. How often would you have preferred to meet with the FE coordinator to discuss experiences occurring in the agency setting?

_____ twice a week

_____ weekly

_____ once every two weeks

_____ three times during the quarter

_____ once during the quarter

_____ meetings are not necessary

_____ other (explain) _____

E. What do you feel was the greatest, if any, need in order to improve your experience in the placement you had? If you check more than one indicate their order with #1 indicating the greatest need.

_____ 1. An opportunity to visit other agencies and become familiar with their services.

_____ 2. A better chance to work with the total family situation rather than just the individual clients.

_____ 3. Being challenged to work with clients having some of the more difficult problems.

_____ 4. A chance to work independently with clients.

_____ 5. An opportunity to work with more varied situations.

_____ 6. An opportunity to attend seminars or other work-related activities outside of the regular 40 hour work week.

- _____ 7. A chance to use or observe the use of different types of counseling techniques and/or therapy.
- _____ 8. The opportunity to spend more of my time actually working with clients.
- _____ 9. Other (specify) _____
-

F. While working with the clients did you have the opportunity to interact with other members of their families? () YES () NO.

1. If your response is yes, what was the nature of the interaction?

2. If your response is no, indicate the reason or reasons that you feel prevented interaction. (Check all that apply).

_____ a. Due to the nature of the agency's service, the family was never involved.

_____ b. A shortage of time due to the number of clients did not allow for interaction with the client's family.

_____ c. Other agency personnel came in contact with families, but due to my position, I did not.

_____ d. Contact with families of individual clients was not encouraged by agency personnel.

_____ e. The agency did not seem interested in involving the family although I thought it would be helpful.

_____ f. Due to the distance from home communities, it was almost impossible for the clients' families to come to the agency.

_____ g. Families did not seem to respond to the agency's wish for their involvement.

_____ h. Other (specify) _____

VII. Total Evaluation

In conclusion, we would like to have your candid response to the off-campus program as you experienced it.

- A. Which statement is closest to your impression of the field work experienced? (Check one).
1. No as successful as I had hoped it would be
 2. A successful experience, but I feel it has much potential to be improved.
 3. A very good experience, I feel no real changes need to be made.
- B. Have your feelings in regard to the value of the experience changed over time? () YES () NO

If your response is yes, how has it changed? (Check one)

- a. I view it as more valuable now than I did immediately after the experience.
- b. Some things I realize are more valuable now than I did immediately, other aspects do not seem as valuable now.
- c. I don't feel the experience was as worthwhile as I first thought.
- d. Other (explain) _____

- C. From your experience do you feel there would have been a better time during your course of study for taking the off-campus course?

() YES () NO If yes, please explain: _____

- D. What do you perceive as the reason(s) that more students do not enroll in this off-campus course? _____

E. Rank in order of importance those areas that you feel need to be concentrated on to improve the quality of the off-campus experience, with #1 indicating the greatest need, #2 the next greatest need and so on.

1. _____ The type of experiences available in the agencies for the students.
2. _____ Cooperation of the service agency personnel.
3. _____ Communication with the FE coordinator during the time off-campus.
4. _____ Courses offered to help in preparation for the experience.
5. _____ Follow-up courses or seminars to help understand the problems and positive experiences of the practicum.
6. _____ Assistance from other faculty members during the time off.

Additional comments: _____

F. We know it is impossible to obtain all of the various responses in a questionnaire such as this one. If you have any further comments about the off-campus experience, its strengths or weaknesses, please use the following space.

APPENDIX G: STUDENT TRAINEE SCORES

Table 2: Student trainee scores for first and second observations

ITEMS	Student A				Student B				Student C			
	C_j^a	U_j^b	C_j	U_j	C_j	U_j	C_j	U_j	C_j	U_j	C_j	U_j
PLANNING												
1. Selected program objectives suitable to need of agency and clients	x	x	x	x	x	x	x	x	x	x	x	x
2. Involved clients in development of program plan	x	x	x	x	x	x	x	x	7	8	7	7
3. Identified community resources usable in execution of program	7	8	8	8	x	x	x	x	7	7	8	8
4. Initiated appropriate new activities for agency	x	x	x	x	x	x	x	x	x	x	x	x
EXECUTION												
5. Implemented different forms of strategies in carrying out program	x	x	x	x	x	x	x	x	5	6	7	8
6. Provided an opportunity for clients to participate actively	7	7	8	8	x	x	x	x	7	7	8	8
7. Used resources of community in execution of program	8	7	8	8	x	x	x	x	7	8	8	8
8. Recognized and used "teachable moments" when they occurred	7	8	7	7	6	7	7	8	8	9	8	9
9. Created a positive, success-oriented learning environment	7	8	7	7	6	8	7	7	7	8	8	9
EVALUATION												
10. Listened to clients to determine use of information or assistance	9	9	9	8	7	8	8	7	9	8	8	8
11. Observed clients to judge if expected change of behavior occurred	8	7	8	8	7	7	9	8	8	8	9	9

MANAGEMENT

12. Recognized own strengths and limitations and planned work accordingly	8	7	9	8	6	7	7	8	8	9	8	8
13. Executed assigned work on time and with acceptable results	8	8	8	8	7	8	7	6	8	9	8	8
14. Planned a creative program within limits of available resources	x	x	x	x	6	7	6	7	5	6	7	7

RELATIONSHIP SKILLS

15. Did not "turn off" clients	8	7	8	8	9	8	9	8	8	8	8	8
16. Provided clients with appropriate encouragement	8	8	9	8	7	8	7	8	5	6	7	8
17. Listened to clients' concern	8	8	9	9	9	8	9	9	9	9	9	9
18. Confronted clients with problems when necessary	7	8	8	8	x	x	x	x	9	9	8	8
19. Arbitrated solutions with clients when conflict of interest occurred	x	x	x	x	x	x	x	x	5	6	7	8
20. Accepted clients who had a value system different from one's own	8	9	9	9	x	x	7	8	6	7	7	8
21. Let problems belonging to the client reside with the client	8	7	8	8	x	x	x	x	6	8	8	9

PERSONAL QUALITIES

22. Worked harmoniously with others	9	9	9	8	9	8	9	8	9	8	8	8
23. Adjusted readily to new situations	8	8	8	8	x	x	8	8	8	9	8	8
24. Planned and directed own work	x	x	x	x	x	x	x	x	6	7	8	8
25. Expressed consideration and kindness toward others	9	7	9	8	9	8	9	9	8	9	8	8
26. Exhibited self control; did not show anger, frustration	8	8	8	9	9	8	9	8	9	9	9	9
27. Respected confidence of staff and clients	9	9	9	8	x	x	7	8	8	8	8	8
28. Accepted assigned jobs willingly	9	9	9	8	9	8	9	9	8	7	9	8

^aCenter Judge. The agency worker who supervised the student during the field experience.

^bUniversity Judge. The faculty member who supervised the student during the field experience.

Table 2 (continued)

ITEMS	Student A				Student B				Student C			
	C_j^a	U_j^b	C_j	U_j	C_j	U_j	C_j	U_j	C_j	U_j	C_j	U_j
29. Dressed appropriately for position	9	8	9	9	9	9	9	8	7	8	8	8
30. Communicated effectively in writing	8	7	8	8	5	7	6	6	7	8	8	8
31. Communicated effectively orally	8	8	8	7	7	4	8	5	7	7	8	8