

Field Experience Manual

Revised 11/03/03

Department of Family & Consumer Sciences

New Mexico State University

CTFM 402

FCS 424

FCSE 408

HNFS 401/407

Introduction

The field experience in the Department of Family and Consumer Sciences constitutes an essential element in the education process as the student applies the knowledge obtained in academic courses to work and professional settings. For each field experience, three or more individuals are involved: the student, the site supervisor, and the field experience coordinator/ faculty academic advisor. This manual outlines responsibilities, procedures, criteria, and forms that should be referred to throughout the experience so that all parties involved have a clear understanding of the field experience process. Students will not be placed in settings where a relative is employed.

The field experience has proven to have mutual benefit for everyone. For the student, it becomes an excellent opportunity for transition from classrooms and laboratories to the professional environment. For the employer, it offers the chance to work with persons who have recently been involved in educational experiences and are eager to learn how to apply their newly acquired knowledge in the workplace and professional setting. For the university faculty and staff, it offers the chance to make connections with business, industry, and community professionals thereby offering potential for program development and enhancement.

The cooperation and collaboration of all parties involved is needed in order for this to be a meaningful experience. Therefore, suggestions and/ or concerns should be immediately shared with faculty and staff in the Department of Family and Consumer Sciences.

Objectives

1. Provide students an opportunity to apply knowledge and skills obtained in the classroom and laboratory in the professional environment.
2. Allow students first hand experiences associated with job, supervisory and or management roles in a professional environment.
3. Provide students an orientation to the work environment, operations, and procedures.
4. Assist students in the transition from student status to professional status.
5. Assist students in developing and refining problem-solving techniques.
6. Provide students the opportunity to refine communication skills with clientele, subordinates, peers, and supervisors.
7. Enhance students' personal development of
 - a. Positive work attitudes, values, and habits
 - b. Self-confidence
 - c. Responsibility
 - d. Better understanding of career options
 - e. Realistic appraisal of strengths
8. Meet departmental goals for assessment of student learning
 - a. FCSC graduates will be able to apply research and theory to process issues faced by families and consumers.
 - b. FCSC graduates will be able to synthesize information from a variety of reliable sources to formulate appropriate educational and professional strategies for improving the quality of life for families and consumers.
 - c. FCSC graduates will be able to implement educational and professional strategies in a variety of settings to assist families and consumers in effective behavioral changes.
 - d. FCSC graduates will be able to demonstrate professionalism and follow ethical standards in interactions with families and consumers.
 - e. FCSC graduates will be able to demonstrate proficiency in written and oral communication and use of technologies related to Family and Consumer Sciences professional fields of study.

Credit Hour Requirements

Each field experience class has a specific requirement for field experience hours.

CTFM 402 *Field Experience – Marketing Training* (120 hours/ 3 credits)
Students can earn up to 6 credits by working 240 hours.

FCS 424 *Field Experience – Issues and Ethics* (240 hours/ 8 credits)
Students earn one credit hour for their weekly class meeting and 3 credit hours for their field experience. Students work 120 hours for each of two semesters.

FCSE 408 *Field Experience – Extension* (360 hours/ 9 credits)
FCSE 448 *Supervised Teaching in Family and Consumer Sciences*
(70 teaching days in the public schools/ 9 credits)
Students should obtain a copy of the *Student Teaching Information Packet* from their faculty advisor and follow the guidelines in the packet.

HNFS 401/407 *Field Experience – Hospital Dietetic/ Community Nutrition*
(160 hours/ 4 credits)
Students must enroll in 401 and 407 for a minimum total of 4 credits,
Example: 401 – 1 credit, 407 – 3 credits. Students must meet the following requirements:
Community Nutrition minimum of 40 hours
Clinical Nutrition minimum of 40 hours
Food Service minimum of 10 hours (which is embedded in 401 and/or 407)
The remaining 70 hours can be divided in the three areas.

Field Experience Site Eligibility

The employer must provide work, learning and professional experiences appropriate to the student's chosen career objective. Field experiences may be arranged with present employers only when new and additional experiences and responsibilities are provided and when these experiences reflect the professional career area of the student. Students requesting that their field experience be completed at their current place of employment will need to submit the form found in Appendix A. All sites need to be approved prior to initiating the field experiences by the Field Experience Coordinator/ Faculty Advisor.

Criteria for Enrolling in a Field Experience Class

1. Junior standing (62 total hours completed toward your degree **and** 50% of the core courses completed).
2. Have an overall GPA of at least 2.5.
3. Approval of field experience site by field experience coordinator/ faculty advisor.

Procedure Prior to Beginning the Field Experience

All steps **must be complete** before beginning the field experience. Contact the Field Experience Coordinator/ Faculty Advisor at any time during this process for assistance.

1. Obtain a copy of the Field Experience Manual.
2. Submit **Application for Field Experience and two references** (Appendix B) to the Field Experience Coordinator/ Faculty Advisor. Applications should be submitted between
 - October 1 and November 1 for Spring Field Experience classes
 - March 15 and April 15 for Summer and Fall Field Experience classes
3. Attend a mandatory Field Experience Orientation Meeting. This meeting occurs at least once each semester and is required to remain registered in the field experience course.
4. Explore possible sites for field experience and interview for positions.
5. Complete **Site Approval Form** (Appendix C) and submit to Field Experience Coordinator/ Faculty Advisor for approval. If the student is requesting that the field experience be completed at their current place of employment, the form in Appendix A should also be submitted.
6. Complete the **Student Information Form** (Appendix D) as soon as a position is secured.
7. Provide site supervisor with **Field Experience Agreement** (Appendix E). Forward signed copy to Field Experience Coordinator/ Faculty Advisor.

Registering for the Field Experience

Students should contact the Field Experience Coordinator/ Faculty Advisor to obtain the necessary forms to enroll in the following field experience courses.

CTFM 402
FCS 424
FCSE 408
HNFS 401/407

Failure to meet any of the requirements listed above will result in the student being dropped from the class.

Student Protection

LIABILITY INSURANCE

The Risk Management Division of the State of New Mexico covers students with comprehensive liability insurance in their normal scope of duties. This has been defined as anything required, requested, or authorized by the University. The University does not cover students when they are not within their normal scope of duties. **A student is not covered by NMSU's liability insurance when performing duties in a non-student role.**

Students are not required to obtain additional insurance coverage. If your field experience site has questions about this liability insurance, have them contact the Risk Management Manager at (505) 646-2916. A field experience site may require additional liability insurance. Additional student liability insurance may range from \$50 to \$60 per year and can be purchased through

Maginnis/Seabury & Smith
Professional Insurance Administrators
332 S. Michigan Avenue
Suite 1400
Chicago, IL 60604
1-800-621-3008 ext. 45245

PERSONAL USE OF AUTO

Students should not transport clients in their private vehicles. If a student transports a client, the student's private auto insurer may cover any injury incurred while transporting clients. Students are encouraged to contact their personal auto insurance for specific details.

SAFETY/HEALTH

The Department of Family and Consumer Sciences is committed to preparing students for potential concerns they may encounter during their field experience. In keeping with this commitment, the Department of Family and Consumer Sciences provides an overview of primary safety concerns during the field experience orientation for incoming students. Some placement sites require students attend their orientation prior to beginning the field experience.

Specific field experience sites may require additional health and/ or security requirements. Each student is responsible for becoming informed as to the policies of his/ her field placement site and to complete those requirements prior to beginning the field experience. Examples: background security check, immunizations, or health insurance.

DISMISSAL POLICY FROM FIELD EXPERIENCE

The university policy requires that students be informed of the possibility of being dismissed from field experience placements. Dismissal from a placement site for reasons listed below will result in a final grade of “F” for the semester.

Students may be dismissed from the field experience for the following reasons:

1. Violation of procedures, policies, or ethics of the cooperating field experience agency as judged by the agency or the field experience coordinator/ faculty advisor.

This would include such behaviors as violations of confidentiality, deliberately and continually disobeying a supervisor, acting in such a way as to put clients or agency staff in physical or emotional jeopardy, acting in such a way as to place the agency in an ineffective or extremely embarrassing position, or other similar deliberate and/ or continual acts of misconduct or infractions of rules including violations of NMSU’s Student Handbook Code of Conduct.

2. Acting in an unprofessional manner.

Students may be dismissed for engaging in unprofessional behavior which, as judged by the agency or field experience coordinator/ faculty advisor severely diminishes the effectiveness of the agency; places clients, staff, or innocent bystanders in physical or emotional jeopardy; tends to represent self as having more authority, control, power, credentials, or ability than that of a student; or any other unprofessional behavior that seriously calls into question an individual student’s ability to handle the demands of the field experience.

3. Gross incompetence or negligence.

The agency or field experience coordinator/ faculty advisor will determine when gross incompetence or negligence has occurred. These would include acts that endangered the physical or psychological health of clients, staff, or others, having the effect of creating unnecessary risks and dangers for clients, staff, or the general public.

Students may initiate a request in writing to re-enter the field experience course. In most cases, students will be expected to take at least a semester to address their performance problems. If student problems persist in their next field placement, this could result in the student being dismissed from the program.

Responsibilities of the Student

1. Turn in **Application for Field Experience and two references** (Appendix B) to the Field Experience Coordinator/ Faculty Advisor. Applications should be submitted between
 - October 1 and November 1 for Spring Field Experience classes
 - March 15 and April 15 for Summer and Fall Field Experience classes
2. Interview at proposed work sites following consultation with the Field Experience Coordinator/ Faculty Advisor. It is the student's responsibility to apply for a position and to obtain the Field Experience Coordinator's/ Faculty Advisor's permission prior to accepting a position.
3. When a potential field experience site is found, submit the **Site Approval Form** (Appendix C) to the Field Experience Coordinator/ Faculty Advisor for approval.
4. Complete the **Student Information Form** (Appendix D), indicating start and completion dates and site information.
5. Develop the **Training Plan** (Appendix F) with the site supervisor. Determine performance objectives and outline specific activities and strategies that will contribute to each objective.
6. Work the full assigned time. CTFM –120 hours, FCS – 120 hours, FCSE – 360 hours, HNFS –160 hours.
7. Keep a **Daily Log** (Appendix G) of duties performed and **Weekly Time Log** (Appendix G) of hours worked each week. A copy of your Weekly Time Log, signed by your supervisor, and the Daily Log will be turned in to the Field Experience Coordinator/ Faculty Advisor.
8. Complete the **Midterm Evaluation** (Appendix H) and **Final Evaluation** (Appendix I).
9. Notify the Field Experience Coordinator/ Faculty Advisor and the Site Supervisor immediately of any situation that may prevent the performance of assigned duties.
10. Abide by the Code of Ethics of the Profession of Family and Consumer Sciences (Appendix J).
11. Collect assignments into a portfolio notebook (Appendix K).

Responsibilities of the Site Supervisor

1. Interview students interested in a field experience position.
2. Review and sign **Field Experience Agreement** (Appendix E).
3. Develop a formal **Training Plan** (Appendix F) with the student to familiarize the student with the mission, function, and operation of the work site, as well as outline a variety of meaningful educational experiences the student will receive.
4. Assign a work site supervisor who will provide mentoring, guidance, direction, and constructive criticism for the student.
5. Provide a safe workplace and advise the student of any unforeseen concerns associated with the workplace.
6. Contact the Field Experience Coordinator/ Faculty Advisor in the event of special problems or concerns.
7. Complete **Midterm Evaluation** (Appendix H) and **Final Evaluation** (Appendix I).
8. Assure that adequate time is available during normal working hours for both the work site supervisor and student to conduct consultations, conferences, instruction, and feedback.
9. The Field Experience Coordinator/ Faculty Advisor will periodically contact the work site supervisor for purposes of consultation and appraisal of progress.

Responsibilities of the Field Experience Coordinator/ Faculty Advisor

1. Orient student applicants to the field experience program and assist interested students in ascertaining their qualifications for participation in the field experience program.
2. Suggest possible field experience placements.
3. Inform students accepted into the field experience program of opportunities that have been developed.
4. Work with the employer and/ or site supervisor to set up objectives and learning experiences.
5. Review and file all completed requirements (training plan, weekly time sheets, daily logs, evaluations) from students.
6. Make regular contact with site supervisors to determine progress of student.
7. Maintain records of all visitations, communications, and written appraisals.
8. Assess student performance.

Appendix A

Family and Consumer Sciences

Field Experience Agreement in Place of Employment Application
(Submit with your Field Experience Application)

Site Name _____
Site Address _____
Site Phone Number _____
Site Supervisor _____
Student Name _____
Length of employment at site _____

Student's employment status and job description:

What kind of work assignments does the student now have?

What will be the new or changing focus between employment and the field experience?

The student's field experience time will be _____ day per week, totaling _____ hours per semester. In addition, the student will be expected to work _____ hours per week in their non-student, regular employment role.

Student _____
Date _____

Current Work Supervisor _____
Date _____

Field Experience Coordinator/ _____
Faculty Advisor _____
Date _____

Appendix B

Application for Family and Consumer Sciences Field Experience

CTFM 402, FCS 424, FCSE 408, and HNFS 401/407

Please type

Name _____ SSN _____

Address: _____ Telephone _____

_____ email _____

Proposed Semester of Field Experience _____ Application Date _____

Field Experience Orientation Meeting Attended ___ No ___ Yes

Meeting Date _____

Major: _____ Option: _____

Advisor: _____

Anticipated Date of Graduation _____ Total # Hours Complete _____

Overall GPA _____ Major GPA _____

Proposed Field Experience Positions/Areas of Interest

I have read the Field Experience Manual and hereby agree to comply with all regulations, policies, procedures, and responsibilities as enumerated therein.

Student Signature _____ Date _____

Application should be submitted between

- October 1 and November 1 for Spring Field Experience classes
- March 15 and April 15 for Summer and Fall Field Experience classes

Employer/Volunteer Recommendation

Student's Name _____

Supervisor's Name _____

Supervisor's Address _____

Supervisor's Signature _____

Dates student worked with you _____

This recommendation will be used for students beginning their field experience in the
Department of Family and Consumer Sciences at
New Mexico State University.

Please rate the student on the qualities that you feel you can judge on the grid below.

	Excellent	Good	Average	Below Average	Poor	Not Known
Communication Skills:						
Communicate well orally						
Writes effectively.						
Interpersonal Relations:						
Demonstrates positive relationships with others.						
Professionalism:						
Knowledge of field.						
Punctual regular attendance.						
Appropriate dress.						
Attitude:						
Projects enthusiasm.						
Projects a positive approach.						
Supervision:						
Accepts recommendations and makes appropriate changes.						
Organization Skills:						
Deals with a variety of tasks in a systematic and effective way.						
Ability to Learn:						
Adapts to new situations.						
Demonstrates a willingness to find the answers.						
Work with Diverse Populations:						
Relates well to various ethnic groups, all ages, those with disabilities, and others.						

Return to:

Field Experience Coordinator/ Faculty Advisor
Department of Family and Consumer Sciences
Box 30003 MSC 3470
Las Cruces, NM 88003

FACULTY RECOMMENDATION FOR FIELD EXPERIENCE

Student _____ Anticipated Graduation Date _____

Please rate the student on the qualities that you feel you can judge on the grid below.
Use the back of this form for additional comments.

	Excellent	Good	Average	Below Average	Poor	Not Known
Personal:						
Enthusiastic						
Reliable						
Courteous						
Cooperative						
Responsible						
Well-organized						
Creative						
Flexible						
Academic:						
English usage						
Written work						
Promptness						
Acceptance of feedback						
Decision making						
Professional:						
Knowledge of field						
Works well with peers						
Potential as a professional						

Return to: Field Experience Coordinator/ Faculty Advisor

Faculty Signature: _____

Appendix C

Site Approval Form

Student Contact Information

Name _____ Major _____

Advisor _____

Email _____ Year in School _____

Telephone # _____

Semester of Field Experience _____

Expected graduation date _____

Site Proposed

Name of Organization _____

Supervisor _____ Telephone # _____

Position Title _____ Start Date _____

Position Description / Role in Organization (may attach site job description)

Approval Process

The Department of Family and Consumer Sciences has the right to accept or deny the site proposed for a field experience. Prior to beginning a Field Experience, obtain the following signatures and return this form to the field experience coordinator/ faculty advisor. Any hours worked for the organization **will not qualify** for the field experience **until this form is completed** and field experience site is approved.

Field Experience Coordinator/ Faculty Advisor _____

Approved	Notification Given to Student _____
Denied	

Appendix D

Student Information Form

To be filled out by student, please type or print.
Return as soon as position is secured

Student Information

Name _____ SSN _____

Major _____ Option _____

Semester Registered for Field Experience _____

Advisor _____

Starting Date: _____ Ending Date: _____

Telephone Number _____

Cell Number (if available) _____

Email address _____

Site Information

Site Name _____

Physical Address _____

Mailing Address _____

Supervisor's Name _____

Supervisor's Title _____

Supervisor's email _____

Telephone Number _____

Fax Number _____

Appendix E

Family and Consumer Sciences Field Experience Agreement

Semester _____ Year _____
Major _____ Option _____

Student's name _____

Agency _____

- Address _____
- Phone _____

Field Experience dates:

- First day _____
- Anticipated final day _____

Planned schedule

- Days _____
- Hours _____

Purpose of this agreement: The purpose of this agreement is to assure that all parties agree to perform their respective responsibilities in order that the student may fulfill the requirements for this course.

<p>The student agrees to fulfill the following responsibilities.</p>	<ol style="list-style-type: none"> 1. Attend a Field Experience Orientation Meeting to learn about all the requirements and expectations. 2. Turn in Application for Field Experience and two references to the Field Experience Coordinator/ Faculty Advisor prior to the semester of the field experience. This application is required the semester prior to your field experience. 3. Interview at proposed work sites following consultation with the Field Experience Coordinator/ Faculty Advisor. It is the student's responsibility to apply for a position and to obtain the Field Experience Coordinator's permission prior to accepting a position. 4. When a potential field experience site is found, submit the Site Approval Form to the Field Experience Coordinator/ Faculty Advisor for approval. 5. Complete the Information Form, indicating start and completion dates and site information. 6. Develop with the employer, the Training Plan. Determine performance objectives and outline specific activities and strategies that will contribute to each objective. 7. Work agreed upon time: _____ hours. 8. Keep a Daily Log of duties performed and hours worked each week. A copy of the Daily Log signed by your supervisor will be turned in to the Field Experience Coordinator/ Faculty Advisor. 9. Complete the Midterm Evaluation by Student and Final Evaluation by Student. 10. Gather assignments and learning experiences into portfolio document. 11. Notify both the Field Experience Coordinator/ Faculty Advisor and the Site Supervisor immediately of any situation that may prevent the performance of assigned duties.
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<p>The site supervisor agrees to fulfill the following responsibilities.</p>	<ol style="list-style-type: none"> 1. Interview students interested in a field experience position. 2. Review and sign Field Experience Agreement. 3. Develop, with the student, a formal Training Plan that familiarizes the student with the mission, function, and operation of the work site, as well as outline a variety of meaningful educational experiences the student will receive. 4. Assign a work site supervisor who will provide guidance, direction, and constructive criticism for the student. 5. Provide a safe workplace and advise the student of any unforeseen dangers associated with the workplace. 6. Contact the Field Experience Coordinator/ Faculty Advisor in the event of special problems or concerns at (505) 646-3306 or email xxxxx@nmsu.edu. 7. Complete Mid-Term Evaluation and Final Evaluation. 8. Assure that adequate time is available during normal working hours for both the work site supervisor and student to conduct consultations, conferences, instruction, and feedback. <p>Assure that adequate time is available during the field experience to contact the site supervisor and Field Experience Coordinator/ Faculty Advisor by personal visit, phone, email, or mail.</p>
<p>The Field Experience Coordinator/ Faculty Advisor agrees to fulfill the following responsibilities.</p>	<ol style="list-style-type: none"> 1. Orient student applicants to the field experience program and assist interested students in ascertaining their qualifications for participation in the field experience program. 2. Work to locate possible field experience positions. 3. Inform students accepted into the field experience program of opportunities that have been forwarded to the coordinator. 4. Work with the employer and/ or site supervisor to set up objectives and learning experiences. 5. Review and file all completed requirements (training plan, daily logs, evaluation, journals, and portfolio notebooks from students). 6. Make contact with site supervisors to determine progress of student. 7. Maintain records of all visitations, communications, and written appraisals. 8. Assess student performance.

Signatures

Date

Student _____

Site Supervisor _____

Field Experience Coordinator/
Faculty Advisor _____

Appendix F

Training Plan

Please Type

Student Name _____ Date _____

Supervisor Name _____

Site Name _____

Performance Objectives (please state in measurable performance terms). Objectives must be obtainable during the field experience.

Objective 1 _____

Outline specific activities and strategies that will contribute to performing objectives.

- a.
- b.
- c.

Objective 2 _____

Outline specific activities and strategies that will contribute to performing objectives.

- a.
- b.
- c.

Objective 3 _____

Outline specific activities and strategies that will contribute to performing objectives.

- a.
- b.
- c.

Briefly describe your career goals and how the field experience and the objectives listed will contribute toward your career goals.

Student Signature _____

Supervisor Signature _____

Field Experience Coordinator/

Faculty Advisor Signature _____

Appendix G

Daily Log

Date _____
Hours Completed _____
Objectives _____

The daily log is an account of what activities a student does at work each day. It also includes a reaction to those activities.

Activities:

Describe actual work you performed and/ or work done by others you observed.

Reaction(s):

Describe how the activities relate to various classes you have taken and/ or what you learned that might influence what you do in similar situations in the future.

Appendix H

Midterm Evaluation

Two evaluations should be submitted (one from the site supervisor and one from the student)

Student Name _____ Date _____
 Supervisor's Name _____
 Site _____

Brief Description of Assignments Given to Student.

Training Plan Objective. Rate the performance on each of the objectives listed on the Student's Training Plan. It is understood that this is the midterm and that the level desired may not be reached for some objectives.

	Outstanding	Good	Average	Fair	Unsatisfactory	Not Observed
Objective #1 (List the objective)	5	4	3	2	1	0
Objective #2 (List the objective)	5	4	3	2	1	0
Objective #3 (List the objective)	5	4	3	2	1	0

Work Performance Evaluation

	Outstanding	Good	Average	Fair	Unsatisfactory	Not Observed
Productivity						
Volume of work	5	4	3	2	1	0
Quality of work	5	4	3	2	1	0
Steadiness	5	4	3	2	1	0
Knowledge of work	5	4	3	2	1	0
Interest in work	5	4	3	2	1	0
Attention to detail	5	4	3	2	1	0
Organizational Skills	5	4	3	2	1	0
Time Management Skills	5	4	3	2	1	0

Outstanding Good Average Fair Unsatisfactory Not Observed

Interpersonal Skills

Meeting People	5	4	3	2	1	0
Working with others	5	4	3	2	1	0
Following instructions	5	4	3	2	1	0
Accepting criticism	5	4	3	2	1	0
Oral communication	5	4	3	2	1	0
Written communication	5	4	3	2	1	0
Listening	5	4	3	2	1	0
Relationship with Supervisor	5	4	3	2	1	0
Relationship with coworkers	5	4	3	2	1	0

Personal

Professional Appearance/Dress	5	4	3	2	1	0
Initiative	5	4	3	2	1	0
Tact	5	4	3	2	1	0
Accuracy	5	4	3	2	1	0
Judgment	5	4	3	2	1	0
Patience	5	4	3	2	1	0
Creativity	5	4	3	2	1	0
Self-Confidence	5	4	3	2	1	0
Cooperation	5	4	3	2	1	0
Flexibility	5	4	3	2	1	0
Dependability	5	4	3	2	1	0
Leadership	5	4	3	2	1	0
Motivation	5	4	3	2	1	0
Reaction to stress	5	4	3	2	1	0
Works Independently	5	4	3	2	1	0

Please comment on the student's strengths in relation to the above traits.

Please comment on the student's weaknesses in relation to the above traits.

Signature of Supervisor _____

I have read the midterm evaluation and my supervisor has reviewed it with me.

Signature of Student _____

Meeting with student and field coordinator _____
Comments:

Appendix I

Final Evaluation

Two evaluations should be submitted (one from the site supervisor and one from the student)

Student Name _____ Date _____

Supervisor's Name _____

Site _____

Brief Description of Assignments Given to Student.

Training Plan Objective. Rate the performance on each of the objectives listed on the Student's Training Plan. It is understood that this is the midterm and that the level desired may not be reached for some objectives.

	Outstanding	Good	Average	Fair	Unsatisfactory	Not Observed
Objective #1 (List the objective)	5	4	3	2	1	0
Objective #2 (List the objective)	5	4	3	2	1	0
Objective #3 (List the objective)	5	4	3	2	1	0

Work Performance Evaluation

	Outstanding	Good	Average	Fair	Unsatisfactory	Not Observed
Productivity						
Volume of work	5	4	3	2	1	0
Quality of work	5	4	3	2	1	0
Steadiness	5	4	3	2	1	0
Knowledge of work	5	4	3	2	1	0
Interest in work	5	4	3	2	1	0
Attention to detail	5	4	3	2	1	0
Organizational Skills	5	4	3	2	1	0
Time Management Skills	5	4	3	2	1	0

Outstanding Good Average Fair Unsatisfactory Not
Observed

Interpersonal Skills

Meeting People	5	4	3	2	1	0
Working with others	5	4	3	2	1	0
Following instructions	5	4	3	2	1	0
Accepting criticism	5	4	3	2	1	0
Oral communication	5	4	3	2	1	0
Written communication	5	4	3	2	1	0
Listening	5	4	3	2	1	0
Relationship with Supervisor	5	4	3	2	1	0
Relationship with coworkers	5	4	3	2	1	0

Personal

Professional Appearance/Dress	5	4	3	2	1	0
Initiative	5	4	3	2	1	0
Tact	5	4	3	2	1	0
Accuracy	5	4	3	2	1	0
Judgment	5	4	3	2	1	0
Patience	5	4	3	2	1	0
Creativity	5	4	3	2	1	0
Self-Confidence	5	4	3	2	1	0
Cooperation	5	4	3	2	1	0
Flexibility	5	4	3	2	1	0
Dependability	5	4	3	2	1	0
Leadership	5	4	3	2	1	0
Motivation	5	4	3	2	1	0
Reaction to stress	5	4	3	2	1	0
Works Independently	5	4	3	2	1	0

Please comment on the student's strengths in relation to the above traits.

Please comment on the student's weaknesses in relation to the above traits.

How has the student responded to suggestions made at the midterm evaluation?

Signature of Supervisor _____

I have read the final evaluation and my supervisor has reviewed it with me.

Signature of Student _____

Meeting with student and field coordinator _____

Comments:

Appendix J

Code of Ethics

American Association of Family & Consumer Sciences

Preamble

These principles are intended to aid members of the American Association of Family and Consumer Sciences individually and collectively in maintaining a high level of ethical conduct. They are guidelines by which a member may determine the propriety of conduct in relationships with clients, with colleagues, with members of allied professions and with various publics.

A member of the family and consumer sciences profession and of the American Association of Family and Consumer Sciences shall:

- Maintain the highest responsible standard of professional performance, upholding confidentiality and acting with intelligence, commitment, and enthusiasm.
- Fulfill the obligation to continually upgrade and broaden personal professional competence.
- Share professional competence with colleagues and clients, to enlarge and continue development of the profession.
- Support the objectives of the American Association of Family and Consumer Sciences and contribute to its development through informed, active participation in its programs.
- Advance public awareness and understanding of the profession.
- Maintain a dedication of enhancing individual and family potential as a focus for professional efforts.

Principles of Professional Conduct

The following Statement of Principles are intended to aid members of the American Association of Family and Consumer Sciences individually and collectively.

Statement of Principles for Professional Practice

Preamble

The mission of the American Association of Family and Consumer Sciences is to effect the optimal well being of families and individuals by:

- empowering members to act on continuing and emerging concerns;
- focusing the expertise of members for action on critical issues;
- assuming leadership among organizations with mutual purposes.

These Principles of Professional Practice guide American Association of Family and Consumer Sciences members in all categories; those Certified in Family and Consumer Sciences; applicants for membership in the Association; and applicants for the Certified in Family and Consumer Sciences designation. The Principles also provide members of the Association with guidelines and with descriptions of the actions required for ethical professional practice.

Professional Competence

AAFCS members base their competence on educational degrees earned from regionally accredited institutions and from training, experience, and certification programs recognized by AAFCS.

AAFCS members seek continuing education reflecting new expectations, procedures, and values.

AAFCS members assure accurate presentation of their work by organizations with whom they are affiliated.

AAFCS members identify themselves as Certified in Family and Consumer Sciences in cases in which this designation is consistent with the procedures and guidelines of the AAFCS Council for Certification. They may use the CFCS acronym in this identification and designation.

AAFCS members claim competence only in an area or areas for which they have education, training, and experience.

AAFCS members accurately present competencies of students, supervisors, colleagues, and others with whom they work.

AAFCS members practice within the law and within the recognized boundaries of their education, training, and experience.

AAFCS members verify the credentials of their employees and supervisors.

AAFCS members refrain from professional practice when impairment due to mental or physical causes, including chemical and alcohol abuse, affects professional competence. Members seek appropriate professional help for such impairments.

Respect for Diversity

AAFCS members respect differences in the abilities and needs of the people with whom they work.

AAFCS members recognize that differences exist among individuals and families and do not discriminate against or patronize others.

AAFCS members obtain education, training, and experience to provide competent services to persons of diverse backgrounds or persuasions.

AAFCS members conduct research relating to the uniqueness of individuals and families.

AAFCS members utilize and present subject matter in such a way as to recognize and develop appreciation of diversity.

Scholarship and Research

AAFCS members conduct, utilize, and report research using recognized research procedures and facilitate professional standards for the respective research foci.

AAFCS members secure review and approval of research designs by knowledgeable professionals consistent with standards used by institutional review boards.

AAFCS members, as part of research efforts, secure review of research designs by knowledgeable professionals not directly involved in the investigation.

AAFCS members secure the informed consent of research participants based on disclosure of the research design and potentially harmful effects of participation. Investigators are especially sensitive to consent among at-risk and protected populations.

AAFCS members honor individuals' choice to decline participation or withdraw at any time from research studies.

AAFCS members acknowledge through publication credit and other avenues the efforts and contributions of others to research activities.

AAFCS members are obliged to take steps to ensure that their research findings are accurately and clearly understood by consumers.

Confidentiality

AAFCS members maintain and guard the confidentiality of persons with whom they have professional relationships.

Conflict of Interest

AAFCS members avoid conflicting roles and take active steps to prevent and avoid exploitation of the individuals with whom they work.

AAFCS members assume responsibility for fair treatment of consumers, other professionals, and individuals and/or families.

AAFCS members make financial arrangements with clients, third-party payers, and supervisors that conform to commonly accepted professional practices and that are easily understood by all populations served.

AAFCS members report truthfully all professional services rendered.

Responsibility to the Profession

AAFCS members support the objectives of the American Association of Family and Consumer Sciences and contribute to Association roles and development through active, informed participation.

AAFCS members advance public awareness and understanding of the Association and its mission.

AAFCS members respect the rights and responsibilities of peers.

AAFCS members devote time and energy to public policy issues and to the public good.

AAFCS members speak on behalf of the Association in ways consistent with the directives and policies of the Association Board of Directors.

AAFCS members utilize the American Association of Family and Consumer Sciences logo only in ways approved by the Association Board of Directors.

Appendix K

Student Portfolio Expectations

Department of Family and Consumer Sciences

New Mexico State University

Background

A Professional Portfolio is an excellent tool for marketing yourself and your skills as you embark on your career. A Portfolio is also a requirement in the Department of Family and Consumer Sciences at New Mexico State University. As faculty, we are being held accountable for your performance and competence through an assessment process. Our primary tool for assessing your abilities will be the completion of a portfolio.

The Department of Family and Consumer Sciences Assessment Committee may randomly select the Portfolio you prepare here at NMSU for review. The review process will take place after you have graduated and does not impact your grade in any course. The review process is for quality assurance. The Department of Family and Consumer Sciences is committed to excellence in teaching and preparing you for your career. This is one way for our Department to document student learning for those to whom we report.

Department Goals

In the Department of Family and Consumer Sciences it is expected that upon completion of your degree you will be able to:

- Apply research and theory to process issues faced by families and consumers.
- Synthesize information from a variety of reliable sources to formulate appropriate educational and professional strategies for improving the quality of life for families and consumers.
- Implement educational and professional strategies in a variety of settings to assist families and consumers in effective behavioral changes.
- Demonstrate professionalism and follow ethical standards in interactions with families and consumers.
- Demonstrate proficiency in written and oral communication and use of technologies related to Family and Consumer Sciences professional fields of study.

Your portfolio document will be evaluated on each of these five areas. Accordingly, you will need to do projects and assignments during your field experience that address each of these five areas. You need to make these clearly identifiable with divider pages and/ or tabs. Some of your experiences at your field site may fulfill more than one competency area.

Portfolio Contents

Your portfolio should provide evidence of your strengths and should reflect your entire college career. Certain pieces of information should be included in all portfolios, regardless of major. These include:

- Resume
- Transcripts
- Letter of intent/ philosophy
- One faculty recommendation
- One employer/ organization recommendation

Additional items included in your Portfolio should show evidence of your accomplishment of the department goals noted above and your potential as a new professional. Some examples of items that might be included are:

- Projects from various courses, particularly those from the Department of Family and Consumer Sciences
- Sample final exams
- Term papers
- Presentations
- Case studies
- Journal article critiques
- Additional letters of recommendation
- Commendations of performance
- Awards or other recognitions
- Evidence of participation in clubs, organizations and other extracurricular activities
- Evidence of leadership performance
- Certificates of appreciation/ participation