**GENERAL FAMILY AND CONSUMER SCIENCES**

**CIP Code:** 190101

<table>
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<tr>
<th>Degree Level: Bachelor of Science</th>
<th>Department: Psychology</th>
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<tr>
<td>Program Coordinator: Kimberly Reynolds</td>
<td>College: Education</td>
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**Program Mission Statement:**
The Nicholls State University Bachelor of Science program in General Family and Consumer Sciences with a Concentration in Child, Family and Social Services (GFCS) provides a comprehensive foundation that incorporates current information in the field to service children, families, and individuals throughout the lifespan; as well as the necessary coursework for those who pursue advanced degrees in psychology and other counseling fields. The program offers over 600 hours of service learning in various courses to enhance ethical standards, interpersonal skills, and communication with individuals in need of resources and professionals in the mental health field. GFCS is accredited through American Association of Family and Consumer Sciences and works to advance the overall missions of the Department of Psychology and College of Education.

**STUDENT LEARNING OUTCOMES**

<table>
<thead>
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<th>Program graduates will be able to</th>
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<tr>
<td>1 Upon completion of the GFCS curricular, the student will demonstrate the ability to fulfill professional roles of a human service worker and/ or enroll in a graduate program</td>
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<tr>
<td>2 The student will demonstrate knowledge of issues and concerns of varied family types and apply this knowledge in working with families.</td>
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<td>3 The student will demonstrate the ability to use communication skills effectively in assessing clients.</td>
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<td>4 The student will apply professional and ethical principles in the workplace.</td>
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<td>5 The student will demonstrate knowledge of community resources in the area of human service</td>
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<td>6 The student will identify effective techniques implemented in support groups.</td>
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<tr>
<td>STUDENT LEARNING OUTCOMES</td>
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| Upon completion of the GFCS curricular, the student will demonstrate the ability to fulfill professional roles of a human service worker and/or enroll in a graduate program | *Percent of graduates who will obtain gainful employment in the field.  
*Percent of graduates who apply and are admitted to graduate school  
*Feedback received from employers  

|                                                                                     | 5 out of 17 graduates in Spring 2012 applied to graduate school in Louisiana. 7 out of 17 graduates are employed in the social service industry in Louisiana                                                                 | Program content will be maintained or improved as a means of preparing students for employment and/or graduate school.  
* Modifications will be made to the curriculum as feedback from employers, field agencies and grad schools is processed.                                                                                                                                                                                                                       |                                                                                                                                                                                                                                     |
| The student will demonstrate knowledge of issues and concerns of varied family types and apply this knowledge in working with families. | *Minimum score of 70% earned in FACS 448.  
*Minimum score of 70% on-site supervisor’s evaluation of internship.  
*Minimum score of 70% on case studies  

|                                                                                     | Final Grade: Out of 32 students, 16 students scored a 90% or higher; 11 students scored between and 80%–89%; 2 students scored between a 70%–79%; 1 student earned between a 60%–69%; 2 students scored below a 60%.  
Out of 32 students, 12 students scored 90% or higher, 3 scored between 85-90%, and 4 scored between 70-80%.  
Out of 17 students, 10 scored a 90% or higher, 3 scored between 85-90%, and 4 scored between 70-80%.  
Not yet compiled at time of report  

|                                                                                     | Continue to emphasize issues related to diversity of family types and application of management techniques and available resources for families.  
Continue to incorporate effective communication skills in the documentation of case studies through multiple interviewing sessions and case study applications. Appendix 2  
Continue emphasizing the role of professional and ethical principles in the workplace. Appendix 1  
Continue to expose students to effective facilitative skills through the implementation of support group training Appendix 3  

| The student will apply professional and ethical principles in the workplace.         | *Satisfactory score on the on-site supervisor’s evaluation of internship.  
*Minimum score of 70% on case studies in FACS 448.  
* Satisfactory score on the on-site supervisor’s evaluation of internship.  

|                                                                                     | Out of 17 students, 10 scored a 90% or higher, 3 scored between 85-90%, and 4 scored between 70-80%.  
Out of 32 students, 12 scored 90% or higher, 8 scored 80-90%, 7 scored 70-80%, 3 scored 60-70%, and 2 did not complete the assignment.  
Out of 32 students, 12 scored 90% or higher, 8 scored 80-90%, 7 scored 70-80%, 3 scored 60-70%, 2 did not complete the assignment.  
Not yet compiled at time of report  

| The student will demonstrate knowledge of community resources in the area of human service | *Minimum score of 70% on case studies in FACS 448.  
* Satisfactory score on the on-site supervisor’s evaluation of internship.  

|                                                                                     | Not yet compiled at time of report  

| The student will identify effective techniques implemented in support groups.        | *Minimum score of 70% on group projects in FACS 464  

|                                                                                     | Out of 32 students, 12 scored 90% or higher, 8 scored 80-90%, 7 scored 70-80%, 3 scored 60-70%, and 2 did not complete the assignment.  
Out of 32 students, 12 scored 90% or higher, 8 scored 80-90%, 7 scored 70-80%, 3 scored 60-70%, 2 did not complete the assignment.  
Not yet compiled at time of report  

|   |   |   |   |
Appendix 1

FAMILY AND CONSUMER SCIENCES 495
EVALUATION OF INTERN

Please rate the intern by placing a check (✔) in the box corresponding to your evaluation of the intern’s performance according to the following scale:

- 5 – Superior
- 4 – Good
- 3 – Average
- 2 – Fair
- 1 – Poor
- 0 – No criteria to evaluate

<table>
<thead>
<tr>
<th>Evaluation Period:</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
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<tr>
<td>Mid- Semester:</td>
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<td>Final:</td>
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A. Ability to Work
1. Ability to understand and use facility’s policies and procedures efficiently.
2. Ability to plan, organize, and use time effectively.
3. Knowledge of and use of current information and methods.
4. Ability to perform basic tasks assigned.

B. Development of Skills
1. Use of community resources.
2. Ability to communicate verbally; assessing and interviewing skills.
3. Ability to write and summarize reports.

C. Professional Development
1. Integration of theory and practices.
2. Shows patterns of continuous learning.
3. Attitude towards authority and demonstration of ethical behavior.

D. Attitude Towards Job
1. Eager to learn; asks questions; seeks new learning experiences.
2. Cooperates with everyone with whom there is contact.
3. Assumes responsibility for self.

E. Dependability
1. Comes to work on time; reliable.
2. Calls to report absence or problems.
3. Keeps to agreed schedule.

F. Personal Traits

Identified Student Learning Outcomes for Degree Programs
Developed by the Department of Planning & Institutional Effectiveness, Summer 2011.clc
### Identified Student Learning Outcomes for Degree Programs

**2012 SLO: APAE (Student Learning Outcomes: Academic Plan Assessment Evaluation) GFCS, BS**

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<tr>
<td>1.</td>
<td>Is well groomed and dressed professionally.</td>
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<tr>
<td>2.</td>
<td>Possesses self-confidence; demonstrates empathy.</td>
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<tr>
<td>3.</td>
<td>Friendly and pleasant.</td>
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<tr>
<td>4.</td>
<td>Has physical and mental capabilities for the job.</td>
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</table>

**G. PLEASE LIST STRENGTHS THAT YOU HAVE SEEN THIS INTERN EXHIBIT.**

**H. PLEASE LIST WEAKNESSES YOU FEEL THIS INTERN SHOULD BE MADE AWARE OF IN ORDER TO IMPROVE PERFORMANCE.**

**EVALUATOR’S SIGNATURE ___________________________ DATE ___________

**STUDENT’S SIGNATURE ___________________________ DATE ___________**
Appendix 2

NAME__________________________ Family Form________________________

CASE STUDY FORM- WRITE IN NARRATIVE FORM

I. Family Analysis (Objective)
   A. Family names and ages:
   B. Impact of micro and macro-environment
   C. Basic Family History:
   D. Values and standards important to family:
   E. Family goals:
   F. Family roles and rituals:
   G. Decision-making in the family:
   H. Discuss the following as they impact the family management system:
      1. Communication in the family
      2. Time and energy (stress, exercise, nutrition habits, preventive medicine practices)
      3. Financial management
      4. Community economic, educational and political systems
   I. Immediate concerns of family

II. Case Plan (Subjective)
   A. Overview of the management process in family life (6-10 sentences summarizing and reviewing the current management system - taken from assessing the previous facts; include family strengths):
   B. Alternative strategies based on current knowledge of family (recommended changes & needs in a well-developed paragraph):
   C. Resources available for family (community resources appropriate for resolving or meeting the needs):

Grading Rubric:
Grammar (complete sentences, spelling, punctuation, coherent writing style): 5 pts.
   • -.5 for each mistake (maximum reduction 5 pts.)
Content: (3-5 resources, succinct and thorough information): 5 pts.
   • - 3 pts. for incomplete resource section (name, address, phone number, and service)
   • - 2 pts. for lack of content
Read and discuss the following.

Crisis Intervention Case Studies - Village Housing

Case Study 1: Ellen is a junior in Marketing. She and her husband, Jim, live in Avery Village with their son and daughter. Ellen telephones the Resident Manager on call to report that her upstairs neighbors are arguing loudly, and she and her family have been awakened by what sounds like a scuffle above. Ellen is very upset because she doesn’t know what she can do. She wants to ask them to stop, but she wants to respect their privacy. She is also afraid because she believes someone upstairs may be in physical danger. She tells you she wants to call UPD but is aware the couple upstairs is from another country and is uncertain about what this may mean to their status here.

Case Study 2: Around 4 P.M. one of the children on the playground comes to the Messer Village office to report that Simon, age 8, has fallen off the playground equipment and is crying. One of the Assistant Managers goes to check on the child while another AM attempts to reach the child’s parents by phone. It appears Simon is in need of medical assistance. He is bleeding and his right arm may be broken. The Resident Manager learns from a neighbor Simon’s father is usually at school until 6 P.M. and his mother is probably grocery shopping and won’t be back until after 5.

Case Study 3: Bill and Ted have been neighbors at Favel Village for Single Graduate Students for several years. They often spend time studying and socializing together as both are graduate students in the College of Engineering. On this particular occasion, however, they are having a disagreement over loyalties to the football teams playing in a hotly contested bowl game. While at the Village activity planned around the event, their verbal jousting moves from light hearted putdowns to the use of obscene language. A small crowd has gathered around the two men. The verbal altercation between the two men turns into a shoving match.

Case Study 4: Maria is a 24 year old mother of four. Her husband, Javier, is a graduate student in Statistics who also has a 20 hours per week assistantship. Javier spends a great deal of time at school, but Maria is quite active in the Marquis Village community. She is often seen on the playground with the children and assists the CDSA (Community Development Specialist) with many programs. Recently, Maria has not participated at all. She is not seen in public as much and rarely is observed with her children. Several residents have noted she appears to be tired and thinner. One day her daughter is playing with a pill bottle in front of the community common’s building. She is showing other children how her mom takes the pills and “goes to sleep for a long time.” The Marguis Village mayor is alerted by a concerned neighbor about the pill bottle incident.

Discussion Topics
1. Describe the components present in this situation.
2. Who are the principal participants?
3. What factors need to be addressed in this situation?
4. Who or what are potential resources to provide assistance?
5. Each participant play the role of a key player of a situation. The other participant is the “counselor” and should incorporate responses that link feeling and content.