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TRAINING IN COMMUNITY PSYCHOLOGY AT WILFRID LAURIER UNIVERSITY: A PROCESS AND OUTCOME EVALUATION

by

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Bachelor of Arts, McGill University, 1986

THESIS

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ABSTRACT

There is to date no Canadian example of a systematic evaluation of a community psychology training programme, and the literature reveals few evaluations in the U.S. This paper describes an evaluation of the Community Psychology M.A. Programme at Wilfrid Laurier University (WLU). A utilization-focused stakeholder model was used, whereby I worked closely with faculty, students, some support staff, and a graduate of the programme throughout the entirety of the evaluation. Because community psychology is strongly committed to process, both outcome and process goals were given equal emphasis. In addition, other aspects such as student satisfaction, course effectiveness, and an exploration of students' perceptions and feelings about the programme were examined. Both qualitative and quantitative data were collected from graduates, faculty, support staff, and students. Following feedback of the results, faculty and students identified the major issues and developed their own recommendations, I provided my own recommendations, and based on this the programme embarked on the process of change.

The results of the evaluation indicated that the programme is effective in meeting its outcome goals, but that there is room for improvement in how it is incorporating the values and beliefs of community psychology into the process of training. The major themes of the process results included: a lack of support for second-year students, competitiveness amongst students, a lack of resources for faculty and students, a weakness in the programme's attention to gender and multicultural issues, and continual improvements in the programme in attending to process issues.

This evaluation has provided a comprehensive and detailed view of the processes and outcomes of a community psychology training programme. This process has encouraged growth and development in the programme at WLU and hence, has hopefully provided some confirmation of the importance of community psychology's stated commitment to self-appraisal and

evaluation. What this evaluation has provided for WLU's programme, more widespread evaluations of community psychology training programmes can provide for the field as a whole. That is, more extensive, close attention to the processes and outcomes of training programmes would help the field see its strengths and weaknesses and would contribute to the development of the subdiscipline as a whole.

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INTRODUCTION

The present thesis is a process and outcome evaluation of the Master's programme in Social-Community Psychology (S-C) at Wilfrid Laurier University (WLU). WLU has one of the few programmes in Canada that provides training in community psychology. The S-C programme is designed to train students to either work in community settings or to advance to doctoral-level work. The programme had its beginnings in the early 1970's and has gone through various organizational, curriculum, and philosophical changes.

Early in 1989, the formal appraisal by the Ontario Council of Graduate Studies (OCGS) of WLU's graduate training and education in psychology inspired the S-C faculty and students to discuss the issue of modifying the S-C curriculum. Furthermore, they were hoping to put forth a proposal for a future Ph.D programme and the success of such a proposal would depend partly on a solid M.A. programme. In view of these two objectives, the S-C participants agreed that a systematic evaluation would be a good start in defining needed changes to their M.A. training and in working towards a Ph.D programme.

Community psychology is a relatively new sub-discipline of psychology that is concerned with the health and well-being of all citizens. It addresses deleterious environmental conditions and their impact on behaviour (Heller, 1984; Wilfrid Laurier University, 1990). Whereas clinical psychology focuses on the individual as the etiological source of problems, "community psychology is grounded in an ecological perspective that recognizes the interdependence of elements in a social system and suggests that disabling environments can and do contribute to citizens' social and health problems" (Canadian Psychological Association, 1990, p.1). The Community Psychology Section of the Canadian Psychological Association (CPA) identifies three mandates for community psychology: 1) to promote the competence and well-being of all citizens; 2) to prevent the onset and exacerbation of problems by improving the fit between people

and their environments; and 3) to eliminate deleterious or disempowering social conditions.

While the term "community psychology" was coined in Canada by William Line back in 1951, Canadian graduate training in community psychology is a relatively recent phenomenon (Tefft, Hamilton, & Theroux, 1982). In 1975, there were only two programmes, one at the master's level at the University of Guelph and a Ph.D programme at the University of British Columbia (the latter is now defunct) that were providing some training in community psychology. Both were only about a year old (Davidson, 1982).

In 1982 Nelson and Tefft conducted a survey of opportunities for graduate education in community psychology in Canada. They identified 20 Canadian universities that offered graduate education in community psychology. This number corresponded to 48% of all Canadian graduate psychology programmes. The survey found that Canadian graduate training in community psychology had increased substantially in a decade. The authors did note, however, that in most universities there were only one or two faculty members who were interested in community psychology. Thus, community psychology training did not have a strong focus in all of the programmes, and only a handful of programmes were geared specifically at training in community psychology.

More recently, the 1989 CPA conference in Halifax and the 1990 pamphlet of the CPA Community Psychology Section reveal that the situation might have deteriorated since 1982. In 1990, the Community Psychology Section of CPA identified only 11 Canadian universities which were providing training or exposure to the community perspective (CPA, 1990). The 1989 session on training in community psychology revealed that, since 1982, some programmes might have become weaker due to the departure of faculty who espouse a community psychology orientation or due to the strong influence of clinical training within the programmes.

In the U.S., concern over training issues in community psychology has been a major focus

of attention as evidenced by two national conferences (Swampscott 1965 and Austin 1975) and an extensive literature on the issue. In Canada, however, we find some evidence (e.g., Nelson & Tefft, 1982) of literature on community psychology training, but it is certainly limited.

While community psychology has a long tradition (Davidson, 1982) and a substantial history (Walsh, 1988) in Canada, it did not formally emerge as a discipline until 1980 when a Community Psychology Section was formed within CPA. The initiation of the CPA Community Section and the creation of the bilingual journal, *The Canadian Journal of Community Mental Health* (CJCMH), in 1982 has helped to strengthen and increase the exchange of information between Canadian community psychologists and has also opened the doors for discussion and self-examination of the field in Canada. Community psychology is rooted in a different historical tradition in Canada than that of the U.S. (Walsh, 1988), but has been strongly influenced by U.S. community psychology (Tefft et al., 1982; Walsh, 1988). Tefft and his colleagues (1982) claim that teaching materials in Canadian community psychology programmes are predominantly American and quite often faculty themselves are American-trained due to the recent introduction of community psychology training in Canada. This American influence undoubtedly bears directly on the identity of Canadian community psychology.

In order to develop a distinct identity for community psychology in Canada and to foster models and training programmes that are relevant to our social, political, and cultural realities, it is imperative that we look closely at our existing training programmes. It is through training that the socialization of future community psychologists occurs and that the values and belief system of the field are expressed (Rappaport, 1977). It is also through training that the field's continuity and growth are assured (Trickett, 1984; Rappaport, 1977). Examination of Canadian training programmes will help us define what we are doing in the field and how we are training Canada's future community psychologists. Self-study can not only help optimize our strengths, but also

help reveal and eliminate our weaknesses (Trickett, Irving, & Perl, 1984). How we train community psychologists has a direct influence on the shape the field takes in Canada. This need for self-study was made apparent in the 1989 CPA Conference symposium on training programmes previously mentioned. It was evident that several programmes were becoming weaker and new ones were not being developed. Examining and building upon the strengths of the thriving programmes, improving on weaknesses, and working at the national level to identify the needs of Canadian community psychology regarding training, I believe, would help improve the present situation.

Community psychology strongly advocates the skill of evaluation. By evaluating training programmes, we can assess their effectiveness and efficiency (Morell, 1984) and utilize the results to make modifications and improvements (Patton, 1986). Evaluation could in fact be a very powerful tool in assessing community psychology training programmes, in seeing what works and what does not work and consequently in furthering the development of the subdiscipline as a whole.

Trickett (1984) asserts that:

> Community psychology enriches its origins when it is guided by the spirit of community development, anchored by research which embeds persons in social and cultural contexts, defines its criteria for impact as making a systemic difference, constructs its research relationships with citizens in such a way as to conserve and promote the resources of the settings where the research occurs, nurtures the values of cultural diversity, and designs training opportunities for succeeding generations of community psychologists to socialize a commitment to these goals. (p. 261)

Trickett's implication is that community psychology will only grow and be true to itself, if in addition to being committed to its goals in research and intervention it is equally committed to advancing and studying its training programmes. Trickett states that training is where socialization in the goals of the field occurs. If community psychology is truly committed to

evaluation and change, then it should demonstrate its commitment and foster this commitment in future community psychologists by evaluating its own training programmes.

Rappaport (1977) similarly claims that it is imperative that community psychology focus on its training programmes. He states that while community psychology training is largely conducted in the university setting where students face many of the issues of professionalism, values, and competence, the nature of universities with their structures and hierarchies could actually "serve to reify the status quo, rather than to foster change" (Rappaport, 1977, p. 392). To keep training programmes true to their ideals of social change and to reduce the danger of these community psychology training centres reifying the status quo, Rappaport suggests that community psychologists focus on their own professional training programmes and settings either before or simultaneous with their efforts to change other social institutions.

Despite the continual emphasis in the literature on training and community psychologists' commitment to evaluation and self-examination, there is no Canadian example of a systematic evaluation of a community psychology training programme. In the U.S., while there are examples of numerous studies on training in community psychology at both the master's and doctoral levels, there is little in the area of training programme evaluations (Paelet, 1978; Walfish, Polifka & Stenmark, 1984; Hoffnung, Morris, & Jex, 1986). Through this thesis, I seek not only to help the S-C programme at WLU improve itself, but to improve the situation for community psychology in Canada by providing a detailed example of a systematic evaluation of the community programme at WLU.

REVIEW OF THE LITERATURE

The literature on training in community psychology is quite extensive. Indeed, since the 1965 Swampscott conference in which community psychology emerged as a field in the U.S., training has been a focal point of concern in both conferences and the literature. In the following section I outline some of the major themes that appear recurrently in the literature on training and which are pertinent to the present thesis, namely: the models used in training, the skills and values of the community psychologist, field experience, and the process of training. In reviewing these areas, I highlight some of the salient themes and point out some of the limitations in the literature. Subsequently, I look at the issue of women and minorities in training programmes, specifically as it relates to the field's inconsistency in practicing its values of diversity and commitment to disadvantaged groups. Next, I review the existing literature on evaluation of community psychology training programmes. Finally, I provide a brief overview of the thesis research and its objectives.

Models for Training

Kelly (1977) states that education in community psychology should take place in different settings. He believes that varied settings will assist the field in evolving creatively. He describes three possible settings: graduate psychology departments, multidisciplinary graduate education, and undergraduate education. For the purpose of this paper, I will focus only on graduate programmes.

Community psychology graduate education is characterized by several predominant models for training: clinical-community or community clinical, applied social psychology, and community or social-community psychology.

Despite the fact that community psychology emerged in the U.S. from a dissatisfaction with

traditional clinical psychology (Mavis et al., 1988), the ***clinical-community*** or ***community-clinical*** is the most frequently found model (Heller, Price, Reinharz, Riger, Wandersman, & D'Aunno,1984). In this model students are trained as clinical psychologists with an emphasis on acquiring skills in assessment and therapy, as well as community concepts and skills (Heller et al., 1984). Aponte (1977) stresses that the emphasis in clinical-community programmes should be on social structure, organization, and processes in the community. Trainees should acquire an array of assessment and intervention skills across multiple levels from the individual to society. Content areas should build on existing knowledge bases in general, clinical, and community psychology, as well as training in research.

Aponte also emphasizes that training in clinical-community must have a broader base than a clinical programme. To develop this broader focus, the community component must be highly developed and take precedence over the clinical component. Typically, however, the clinical-community model is found within clinical programmes which will either offer a community psychology option or will have one or two community psychology faculty members with whom a student can acquire some knowledge (Heller et al, 1984; Nelson & Tefft, 1982). Heller and his colleagues (1984) warn that such training could impose clinical "blinders" on students and practitioners and result in seeing social problems in individualistic and remedial terms. In fact, Hoffnung and his colleagues (1986) found that community training associated with clinical programmes places more emphasis on direct service needs, whereas non-clinical programmes are more likely to emphasize systems-level interventions.

The ***applied social*** model of community psychology does not seek to train students to provide assessment or direct services. Individuals are trained to work in communities and with social systems, drawing from knowledge and theory of social psychology and various research techniques. This model is quite similar to the community or social-community model but adds

social psychology theory. Dohrenwend (1977) describes a model for training community psychologists within an applied social psychology framework. Students develop a background in community and social psychology theory as well as in skills such as consultation, group processes, evaluation, and field research. The assumption is that community psychology's goal is to change the social system so that it will be of greater benefit to individuals, rather than changing individuals so that they can adjust more effectively to the existing system.

Training programmes utilizing the ***community or social-community*** model look at community psychology as a separate area on its own within the field of psychology. Training in this model emphasizes teaching skills to work as change agent or to intervene at the systems level to address the needs of the community (Lykes & Hellstedt, 1987). Students are not trained as clinicians, but rather acquire a variety of skills such as consultation, advocacy, prevention, and programme implementation that have been defined as essential to community psychology (Glidewell, 1984; Sandler & Keller, 1984).

Within these three approaches to community psychology training, there are variations, with different programmes emphasizing different skills and taking different focuses (Iscoe, Bloom, & Spielberger, 1977). Sandler and Keller (1984) argue that the diversity noted in community psychology should not be taken as an indication of a lack of development of conceptually clear training models. They state that the programmes do articulate carefully designed models of community psychology and community psychology training, but there are simply different models put into practice. Aponte (1974) claims that this diversity might indicate a fragmented identity, but it is the very diversity of the field that generates creativity and flexibility. In fact, we could say that the diversity is reflective of the complexity of the field (Glidewell, 1977). In spite of the diversity, however, definitions of community psychology all have some common basic theoretical assumptions that should be expressed in all models as they are central to the discipline.

As Aponte (1974) states, "while differences in community psychology are honored, we will have to keep in touch with our shared beliefs, assumptions and values" (p.302).

Iscoe (1977) discusses some of the trends that were common to most of the 25 different approaches to training proposed at the 1975 Austin conference on training in community psychology. First, there was a common belief that community psychology should move away from mental illness and focus on more positive concerns with well-being, a sense of belonging and the enhancement of competencies of both individuals and groups. Second, while some community psychologists accepted working with individuals on a one-to-one, face-to-face basis as sometimes necessary and desirable, most agreed that the greatest emphasis should be on indirect service implemented at the highest feasible level - group, institution, or community. Finally, most participants at the Austin conference saw the integration of theory and field work with dissertation research as essential to training.

Aponte (1974) identifies certain areas of training that are essential to any programme in community psychology. He begins by stating that there is a number of theoretical assumptions that are basic to all definitions of community psychology. He delineates three of these as most important: the community as the basic unit of analysis and intervention, a fundamental concern for one or more levels of functioning, and a tendency to focus on the societal or social levels (macro) rather than the intrapersonal or interpersonal levels (micro). Based on these assumptions, Aponte argues that the interventions a community psychologist should be concerned with are leadership and administration, direct and indirect service, research, education, and supervision. In addition, education and training in the area of community psychology have to be viewed in terms of multiple levels of functioning and intervention, varying lengths of intervention, bridging of theory and practice, the development of leadership, service, research and training skills, and finally, sensitivity to other groups and organizations.

In summary, the literature reveals that there is a great amount of flexibility and diversity in training but that overall, the goal of graduate training in community psychology should include preparing students to use specialized knowledge, preparing students for employment, furthering the field by socializing individuals into the field's belief system, and providing a context for research and scholarship (Morell, 1984). More specifically, the literature shows that the main focus of community psychology programmes should be on the well-being of all persons in a community rather than exclusively on the mentally ill (Aponte, 1977). What the literature fails to look at, however, is which models are most effective in integrating these goals. Which models are more concerned with well-being and focus less on mental illness? Which models integrate more fully the values of community psychology? These questions need to be addressed more fully than they have been.

In Canada, as stated previously, there is limited literature on training in community psychology and consequently, there have also been very few evident attempts to look at the existing models, their strengths, weaknesses, and areas of overlap. Nelson and Tefft's (1982) study as well as my own contacts with other graduate programmes show that the present state of graduate training in community psychology is also marked by great diversity. Clinical-community and applied social appear to be the most commonly found models. The community psychology perspective in these programmes appears to be less of a focus than in the free-standing ones. There are, however, only two free-standing programmes in Canada, both in Ontario; one at the Ontario Institute for Studies in Education (OISE) which offers both master's and doctoral-level training and one at WLU which is the focus of this thesis research. OISE and WLU are quite different in focus and approach. OISE is situated within a framework of education rather than psychology and is based mostly on the application of critical analysis to issues of gender, poverty, and culture (Ristock, 1987). A conference held in 1990 between WLU and OISE's community

psychology programmes revealed that at OISE the emphasis is clearly more on theory and feminist critical analysis, with less focus on applied skills. At WLU on the other hand, while community psychology and social intervention theory are a key focus, there is less emphasis on critical analysis and a much larger emphasis on applied skills such as programme evaluation and community consultation.

Rappaport (1977) emphasizes the importance of fostering the existence of professional community psychologists by a national reference group. In Canada there has been an attempt to do this through collaboration and interaction at recent conferences (1990 - OISE and WLU; 1991 - OISE, WLU, and Guelph) and through the CPA community psychology section. These attempts, however, are not a clear indication of a unified national framework and I believe that perhaps the diversity of the programmes in Canada is causing some fragmentation. For example, my informal conversations with some students in the WLU programme reveal that they see some commonality with OISE and other community programmes but think that the perspectives are different enough that they would not want to pursue a Ph.D in these other programmes.

Hence, the literature in general, but Canadian literature more specifically, needs to address the diversity in training models and potential fragmentation in the field. It needs to point out the strengths of each model; allowing for diversity, but encouraging collaboration and national networking. These positive steps would foster and ensure the growth of community psychology.

Skills and Values of the Community Psychologist

Essential to a description of community psychology as a subdiscipline is a definition of what a community psychologist does and what values direct his/her work. Heller (1984) states that "any field that touches the lives of others is confronted with value choices" (p. 8). Everything from the choice of problems that one focuses on to the way one chooses to deal with those problems and interprets results is reflective of a set of values that guide one's work. Rappaport

(1977) states that unless these values are an explicit part of the new paradigm of community psychology, it will run the risk of doing the same thing or finding the same solutions to problems as traditional psychology does, but with new names.

Heller (1984) outlines the dominant values by which community psychologists guide their work as: cultural relativity and diversity, collaboration between citizens and scientists, empowerment, and promoting a psychological sense of community. The values of cultural relativity and diversity stem directly from the ecological perspective that is basic to community psychology. This perspective implies that differences among people and communities are not only acceptable but desirable and that we need to diversify our standards of allocating resources (Rappaport, 1977). The promotion of a psychological sense of community is also essential to a paradigm of community psychology and asserts that we should work towards increasing the supportive links among citizens to reduce isolation and alienation. An ideal psychological sense of community is achieved when citizen input is maximized (Sarason, 1984). Essential to the goals of community psychology is also the value of close collaboration between citizens and scientists (Heller, 1984). D'Aunno and Price (1984) describe the research relationship that community psychology upholds:

> We view these relationships as partnerships, or exchanges, in which such valued resources as time, energy, and insight available to each party are exchanged to the mutual benefit of both. Thus, for example, a community member may contribute experience and insights in a collaborative effort with a researcher, while the researcher may contribute expertise and technical skills. When this exchange is negotiated openly in a context of mutual respect, the product should be both more scientifically sound and more useful to the community. (p. 66)

The final value outlined by Heller is citizen empowerment. Empowerment is the process by which people take active control of their lives. In doing their work, community psychologists should always have as a primary goal to use a process that will enhance the empowerment of

members of a community.

Having identified the values that guide community psychologists' work, the next important step in addressing the issue of training is to identify what a community psychologist does. The literature reveals a vast array of skills that community psychology students should be trained for. The mode of intervention that is taught varies slightly throughout programmes, depending on what model one follows. Based on the fact, however, that there are certain assumptions, beliefs, and values that are inherent in the paradigm of community psychology and thus should also be represented in all community psychology programmes, we once again find some commonality among programmes.

Through a survey of 29 community psychology programme descriptions, Sandler and Keller (1984) found that a common element was elaboration of the scientist-practitioner framework for training students in both applied or basic research and intervention skills. The scientist-practitioner theme was identified in 88% of the programme descriptions. There was a large difference between community-clinical and free-standing community programmes, with 75% of the community but only 25% of the community-clinical mentioning programme evaluation. A second common skill mentioned by 33% of programme descriptions was prevention, with 17% of free-standing community programmes, and 35% of community-clinical including it in programme descriptions.

Sandler and Keller also examined what settings programmes were preparing students to work in. They found that 58% of programmes made no specific mention, but amongst those who did, the most frequently mentioned settings cited were mental health (21%) and academia (16%). This study once again points not only to diversity across programmes, but also to the differences between free-standing community programmes and clinical-community programmes. The clinical-community programmes seemed to have more of a commitment to mental health issues

and innovations in the mental health system by preparing students in skills such as prevention. The free-standing community programmes, alternatively, seemed to be more committed to applying methods to solve social problems in general and not strictly to mental health. The major skill development focus within the free-standing programmes seemed to be on applied research methodology to be used in the development and evaluation of solutions to social problems.

Andrulis, Barton, and Aponte (1978) examined the attitudes and perspectives of 460 members of the American Psychological Association's (APA) Community Psychology Division 27 toward training roles and issues. In an open-ended question, respondents were asked to name five activities they believed were essential to the field of community psychology. The five skills listed most often were: consultation (34%), community change and social planning (28%), programme evaluation (27%), education and training (23%), and programme development in the human services (23%). This study showed once again that a number of skills is important in community psychology training, but at the same time it did not reveal a majority consensus on any one particular skill. What was apparent, however, was clear consensus on indirect service roles and a general human services framework. In addition, respondents believed that community psychology should focus on skills to be utilized in a social systems paradigm, even when their own training had been within an individualistic clinical psychology model.

Other skills that have been more recently identified in the literature are social policy analysis (Walfish et al, 1984; Murell, 1984) and advocacy (Glidewell, 1984). There is also a growing acknowledgement that empowerment is an essential framework for the community psychologist (Rappaport, 1981) and thus, programmes should train students to integrate this concept in their professional activities.

Nelson and Tefft's (1982) survey of community psychology graduate education in Canada points to a general tendency of Canadian community psychology programmes to be set along the

lines of the scientist-practitioner model. The majority of programmes surveyed offered at least one general course in community psychology. In regards to skills or competencies, respondents were asked to rank-order up to five important areas of competence that students should be trained in. Results indicated: consultation, programme evaluation/field research, and planning and implementation of prevention programmes as important skills. In addition, the authors found that students were spending more than 50% of their field work time engaged in consultation, research, evaluation, and planning rather than in direct services.

Consistent with these results, another Canadian survey of psychologists involved in community psychology activities (Tefft, et al., 1982) rank-ordered some of the major goals for the respondents as developing community programmes (63%), developing programme monitoring and evaluation strategies (56%), planning system change (55%), advancing empirical understanding of community programmes (47%), educating the public (44%), working with community members toward shared goals (40%), and finally, advocacy for social-political change (30%).

In discussing the literature on essential skills and roles for the community psychologist, it is important to consider Rappaport's (1977) recommendation that one of the most important skills that is required of the community psychologist is flexibility. Rappaport claims that while we can make suggestions for programmes, roles, and functions of the community psychologist, "persons engaged in this profession require flexibility, willingness to change and to react to feedback, and continual reevaluation" (p. 389). Rappaport explains that, since social change is a continual process and not an end-product, people engaging in social change activities will also need to change throughout the process. There are many modes of intervening that will change with time as a social change process develops and thus the community psychologist will need to frequently adapt his/her role to intervene in the necessary ways. Consequently, job descriptions for the

community psychologist will change as the field evolves and an individual community psychologist's job will also change through his/her involvement in a social change process. Rappaport concludes then that: "if there is a 'technology' for the profession, it is a research and programme evaluation methodology, with skills in problem solving, social policy, and value analysis, and with the ability to listen to and represent diverse community groups" (p. 389).

In summary, the American and Canadian literature both point to flexibility and variability in the skills being taught across various community psychology training programmes. The variability could be a result of various factors such as diversity in training models, faculty backgrounds, and the settings of programmes. The skills students are trained for will also depend on whether the training is doctoral or master's level.

What the literature does not appear to address is the question of flexibility within programmes. Are training programmes identifying their methods as the sole legitimate methods of intervening or of carrying out community psychology activities? Or, are they teaching flexibility of thought, discussing the evolving role of the community psychologist? Is community psychology becoming simply a new profession with static roles and techniques? In addition, there is a dearth in the literature on what are essential components to training for some recognized skills. That is, how does one most effectively train students to practice consultation or programme evaluation?

Field Experience

Another aspect that has been acknowledged as being imperative in training in community psychology is field experience. Most applied professions include supervised field experiences in their training to develop technical competence and to socialize students into their future roles (Theroux & Tefft, 1982). The assumption that training in community psychology should be carried out in the community has been focal to the development and self-understanding of the

discipline (Kelly, 1970; Iscoe & Spielberger, 1970; Iscoe, Bloom & Spielberger, 1977; Lykes & Hellstedt, 1987; Morris, 1987).

Kelly (1970) notes that the ecological perspective calls for developing competence in community psychology by "direct personal experience in practice and theory" (p.527). In field experience, practice and theory should reinforce each other, assisting the student to obtain simultaneously a general theoretical background and related applicable skills. Training programmes that combine theory and practice assist in producing future community psychologists who are adaptive to changing environmental conditions (Kelly, 1970).

In addition to reinforcing the assumption that training of community psychologists should be carried out in the community, the literature emphasizes the importance of ensuring that field training not only occur in the community, but that it be done in a way congruent with the values of community psychology (Elias, 1987; Mulvey & Silka, 1987). Elias (1987) asserts that field training experiences in the community do not necessarily move trainees toward a community psychology perspective. Experience in the community does not ensure that a student is analyzing and intervening as a community psychologist should, nor does it imply that a student is acquiring a good educational experience. John Dewey (1938) cautioned against hastily commending the value of practical experience:

> The belief that all genuine education comes about through experience does not mean that all experiences are genuinely or equally educative. Experience and education cannot be directly equated to each other. For some experiences are mis-educative. Any experience is mis-educative that has the effect of arresting or distorting the growth of further experience... A given experience may increase a person's automatic skill in a particular direction and yet tend to land him in a groove or rut; the effect again is to narrow the field of further experience. (pp. 25-26)

While Dewey as the originator of the current educational learning-by-doing movement professes the value of field training, he is also cautioning that not all field training is of equal

value. The implication is that in general all field experiences need to be well planned and supervised. In community psychology specifically, field training must be carefully designed and supervised so that students acquire the concepts of community psychology and are socialized into a role congruent with the values of the discipline (Elias, 1987; Mulvey & Silka, 1987).

There seems to be extensive support, then, for the importance of exposing graduate students in community psychology to the problems of everyday living in the settings in which these problems occur. Once in the settings, however, the models and process one follows and the skills one wishes the student to acquire will have direct bearing on the trainees' experiences in the setting. Kelly (1970) has suggested keeping in line with the ecological perspective in training by providing integrative experiences of theory, research and field work. Indeed, if the ecological perspective is basic to community psychology (Trickett, 1984), then field training in the discipline should be set up in a manner that is congruent with this perspective.

The Process of Training

Within the field of community psychology, there should be as much emphasis on the process of how we do our work as on the content (Kelly, 1979; Julnes, Pang, Takemoto-Chock, & Speidel, 1987). The title of Kelly's paper (1979) "T'aint what you do, it's the way you do it", epitomizes community psychology's emphasis on process orientation. Community psychologists aim for the well-being of all citizens and strive to do this through the process of research collaboration (Walsh, 1987) and citizen empowerment (Rappaport, 1981). These values point to the importance of the process of our work.

The process orientation has in fact been used by a few authors to reconceptualize the area of training in community psychology (Kelly, 1970; Trickett, Irving, & Perl, 1984; Trickett, 1984; Julnes et al., 1987). Since community psychology is different from other forms of psychology, then students or trainees will also have to be socialized differently, and thus the process of training

will have to be different. Kelly (1970) states that training in community psychology is more than just the transfer of skills from teacher to students and more than a curriculum issue. Instead, it is a way of preparing students to support the community process. That is, students should not only learn the theory and skills of community psychology, but they must also be exposed to the process of how the skills are carried out.

Trickett (1984) emphasizes the importance of viewing training programmes as "ecological niches" or communities themselves rather than viewing them in terms of their curricula only. If we accept Kelly (1970) and Trickett's (1984) view, then just as we observe and focus on the process in community interventions, we must also attend to the process in training programmes. It would in fact be a contradiction if community psychologists were to preach a set of values for working with the community, but did not put these into practice with graduate students in their training programmes.

Trickett, Irving, and Perl (1984) emphasize the importance of modeling:

> From the explicit messages conveyed to the prospective student to the learning that occurs as faculty are observed negotiating relationships with outside agencies, students learn about the persons, policies and values of the context within which their professional identity will evolve. Regardless of the explicit emphasis which programs place on these processes, the culture of the training program is itself an influential force in the socialization of students. (p. 142)

Thus training programmes should be used as places whereby modeling for the values, skills, and issues of the field occurs and to do this, the processes of training programmes must be congruent with the premises governing work in the field as a whole. In working with citizens, the community psychologist strives to do his/her work in a way that will incorporate the values of the field. In working with students, then, faculty should collaborate with them, should promote student empowerment, should be concerned with the students' quality of life, and should respect and encourage diversity.

Trickett, Irving, and Perl (1984) believe that we can learn about community processes by self-examination of training programmes. They imply that through self-examination of process in community psychology training programmes not only can community psychologists improve on training, but also on their community processes. Paying attention to the processes in training can help sharpen understanding and improve on the process in the community. The self-examination of processes in training programmes, however, is addressed by very few authors. The value of diversity as it relates to gender, race, and culture has been somewhat documented and I discuss it in the next section. As a whole, however, there has been little attempt to address the effectiveness of community psychology in integrating process into its training programmes. Are community psychology training programmes incorporating the ecological perspective into their training processes? Since the training programme is itself a community of people, it is incomplete unless it acknowledges and integrates a process that is congruent with the ecological perspective and the values and philosophy of community psychology. Such a process would include faculty practicing community psychology values with students and continual self-appraisal to reflect and improve upon the process. Self-appraisal and the incorporation of community values would indeed help the professional socialization of community psychology students.

The Value of Diversity Within Training Programmes

Despite the fact that women are now entering higher education in larger numbers, sexism appears to be a reality in university campuses as evidenced by recent events throughout Canadian universities (e.g. date rape, panty raids, and sexual harassment). Similarly, while our society is becoming increasingly multicultural, ethnic minorities continue to be underrepresented in academia as both students and faculty, and racism continues to exist in various forms (Ontario Federation of Students, 1991).

Several U.S. studies document the general underrepresentation of ethnic minorities and women in graduate programmes and more directly in departments of psychology. Specifically, Ridley (1985) contends that there is an underrepresentation of ethnic minorities in psychology and DeFour and Hirsch (1990) state that the number of minority students in graduate programmes in general is quite low. DeFour and Hirsch through their study of 89 black graduate and professional students also point to the possibility that black graduate students might not be well integrated into their academic departments. Russo et al. (1981) indicated that both ethnic minorities and women

> are substantially underrepresented in faculties of graduate departments of psychology: approximately 21% of these faculty are women and 5% are minorities... Women and/or minority group individuals are less likely to be tenured, more likely to have lower academic rank, and more likely to be represented among faculty with joint or part-time appointments. (p. 1321)

In view of these social realities in universities and more specifically in graduate programmes in psychology, I believe that it is important in addressing the topic of training to ask how has community psychology integrated its stated value of gender, racial, and ethnic diversity into its training programmes? If community psychology is truly committed to the value of diversity, then one would hypothesize that the broader social problems of inequalities in gender, race, and ethnicity would be less visible in its training programmes. While the literature does not extensively address the issue of diversity and commitment to disadvantaged groups in community psychology training programmes specifically, there is a body of literature that points clearly to the field's general inability to fulfill its commitment to these values. Regarding the plight of women in the field, Swift and her colleagues (in press) state that: "The commonalities between community psychology and feminism suggest an isomorphism in theory that does not exist in practice" (p. 2). Mulvey (1988) echoes this view and explains that while community psychology has much in common with feminism, it has yet to incorporate a feminist perspective or agenda. She explains that there are some community psychologists doing work from a feminist

perspective, but most of the work has been limited to research and academic settings.

In fact, Mulvey and Bond (1990) state that it is not until recently that the presence of women in the field, especially in the Community Division of the APA has been felt. They explain that during the first ten years of the field women were invisible; they were lacking representation in the Division and were neglected as a focus of study. Between 1975 and 1980 "women's invisibility begins to be visible" (p. 8) and as a result of a study done by a small group of women on the lack of inclusion of women in the Community Psychology Division, a Task Force on Women was established in 1978. During the early 1980's the Task Force had difficulty sustaining its efforts to increase the representation of women and women's issues. In 1983, however, new Task Force Chairs reactivated the group, and women started "developing a louder and more diversified voice" (Mulvey & Bond, 1990, p. 20-21). Mulvey and Bond explain that while in the last few years women's presence has certainly not been invisible in community psychology, problems and barriers continue to exist. First, they maintain that the change within the Division has only been an example of first-order change within the system. Women are now members of the organization, but as the authors say:

> Perhaps there's the introduction of some new slang that reflects a feminist voice, but really only slight alterations in the voice. (p.27)

Second, Mulvey and Bond claim that the fact that women are now represented in the Division has not encouraged more feminist analyses and processes. Women have noted a lack of feminist language, process, and content in various conferences of the Division. Thus what Mulvey and Bond make clear is that within the APA Division of Community Psychology (which includes community psychologists throughout North America), the inclusion of women has been slow in coming and while women are now physically visible, real change has not yet occurred:

> Our current phase in history is one in which women have become visible. Increases in numbers are not the same thing, however, as

> the integration of a feminist perspective. It is not enough to just change **who** is speaking, but we must also change **how** we speak. We need to reconsider the language we use... we need to rethink how we approach what we have to say and how we make sense of our work. (p. 4)

A Canadian example of community psychology's slow pace in integrating feminism comes from a study at OISE, where Ristock (1987) interviewed eight self-identified feminists, who were full-time students in the community psychology programme within OISE's department of Applied Psychology. Ristock's objective was to explore the expectations and experiences of feminists within the programme. In the OISE course calendar, gender and critical analysis are stated as explicit components and objectives of the community psychology programme and thus the programme has always attracted a large proportion of students who are feminists. The eight participants' responses showed that they were expecting a programme that would mesh with their values, would reject the existing value structure, and would have much in common with feminism in trying to develop new paradigms and a strong sense of the personal. On the other hand, when the women were asked what their actual experiences were in the programme, an area of contradiction emerged. The women's experiences reflected an inconsistency between what the programme was practicing and what it preached. Specific comments focused on the limitations of the courses and the instructors, the competition and the practices of grading, the lack of feminist theory integrated into the course content, the inaccessibility of the programme to people of colour, the lack of discussion on sexual orientation, and the devaluing of the personal. Ristock concludes that community psychology and feminism do fit well in terms of values but that more work is needed to bring the two together. Furthermore, she contends that:

> The challenge of community psychology programs is to incorporate an understanding of subjectivity and sociality as it relates to the academic context and other world settings. Feminism implies that change cannot be achieved without it. (pp. 17-18)

Ristock's paper suggests that other issues within community psychology training programmes such as competition and power struggles can be overcome with the integration of a feminist perspective that would allow for and encourage the study of existing contradictions.

In addition to addressing the invisibility of women in community psychology, the male dominated "rules" within the field, and the field's resistance to incorporating a feminist orientation, the literature points directly to existing barriers to women's career development within the field (Swift et al., in press; Bond, 1988a; Linney, 1985; Bogat & Redner, 1985). Swift et al. (in press) argue that, while women constitute an increasing percentage of the people who are graduating from doctoral programmes in psychology, these numbers are not reflected in their participation as editors, members of the Community Psychology Division, and faculty. The authors explain that this phenomenon is occurring due to barriers to professional development that include: lack of professional socialization, professional colleagues, and female colleagues; and isolation.

Swift et al. also reinforce other authors' views on existing barriers for female students within community psychology training programmes. There are four primary areas of concern that recur in the literature. First is limited access to appropriate role-models and mentors (Swift et al., in press; Linney, 1985; Bogat & Redner, 1985). Bogat and Redner explain that in graduate school, mentors often facilitate students' training or academic education and socialization. The mentor is beneficial in helping the student define career goals, in the development of professional skills, and in helping the student contact people who will help him/her in meeting his/her career goals. Bogat and Redner suggest that it is less probable that women in departments of psychology will have access to the benefits of mentoring, because male faculty are likely to select male students and are more likely than female faculty to hold negative attitudes about women's competencies, moreover, since women are underrepresented in psychology, only some female

students have access to same-sex mentors who usually provide more appropriate role-models.

A second barrier for women in community psychology training programmes is sexual harassment (Swift et al., in press; Bond, 1988a). It appears that community psychology programmes are not immune to the widespread problem of sexual harassment. In 1986 a survey of women in the Community Psychology Division of APA (Bond & Linney, 1986, as cited in Bond, 1988b) revealed that 25% of respondents had been sexually harassed during their graduate training. A second study (Bond, 1988b) detailed women's encounters with sexual harassment. The results were even more astounding: 75% of women had experienced jokes with sexual themes, 68.9% had heard sexist comments demeaning to women, 56.8% had been victims of sexually suggestive comments, 32.4% had been subtly pressured for sex, and 12.2 % had experienced actual sexual contact with a faculty member.

A third barrier that women in community psychology training programmes might encounter is lack of flexible requirements. Swift et al. (in press) maintain that because women are often the primary caretakers of children and home, programmes which do not provide arrangements such as flexible course-scheduling and convenient and inexpensive day care are likely to deter women with children from enrolling or completing a degree.

Yet another barrier for women is the content of community psychology curricula (Swift et al., in press; Mulvey, 1988; Walfish et al., 1984). I have already discussed the literature's acknowledgement of a failure on the part of community psychology and its training programmes to incorporate courses that specifically address women's issues or systemic sexism. The neglect of these issues can diminish women's interest in their education as well as increase feelings of invisibility. In addition, Mulvey (1988) states that the process of training in programmes can also cause barriers for women:

> Integration of feminist perspective into the curriculum involves not only content but also process. Traditional lecture-centred

> teaching methods may inadvertently discourage the inclusion of full participation of women students through the use of examples and language associated with men's experiences or ways of interacting. (p. 79)

While more limited in scope than the literature on gender, the literature on community psychology's commitment to ethnic and racial minorities also reveals a similar inconsistency in theory and practice. Snowden (1987) and Loo, Fong, and Iwamasa (1988) contend that community psychology's response to the challenge of addressing the plight of ethnic and racial minorities has been disappointing. Through a survey of the content areas of community psychology journals between 1965 and 1985, Loo et al. (1988) found that for all the journals combined there had been a general increase over time in the proportion of articles devoted to cultural diversity, but overall the proportion still remained low in relation to the number of ethnic minorities in the United States.

The importance of racial and ethnic diversity within training programmes has been well documented by Rappaport (1977), who claims that "for community psychology, such students, both Blacks and members of other minority groups, who will become faculty as well as work in applied jobs, are crucial" (p. 398). Rappaport explains that efforts to increase the number of racial and ethnic minorities in undergraduate and graduate programmes are needed mostly on the basis of social justice for the students and the communities which they represent and might serve.

Rappaport also strongly emphasizes that community psychology training programmes must practice what they preach and in so doing the recruitment of minorities should be a top priority. To overcome educational barriers for racial and ethnic minorities, Rappaport suggests that community psychology training programmes have to select their students in a way that will increase the likelihood that members of minority groups will have the prerequisites necessary for entering the programmes, (e.g. not only emphasising academic prerequisites but also equal emphasis on such factors as interpersonal skills and community experience).

Rappaport elaborates that the issue is even more complex in that, once minority students are admitted into programmes, social change has not fully occurred:

> Second order change will require changes in the institutional structures of graduate education, changes which allow for the expression of new ideas that legitimize new settings for practice... (p. 400)

Other authors support Rappaport's view of how cultural diversity is essential and beneficial to training programmes. Moore (1977) states that minority students could enrich training programmes by offering new ideas, perspectives, and skills which result from their life experiences. These perspectives can help to change the discipline by counter-balancing existing biases through the representation of another cultural perspective. Ridley (1985) supports the view that every psychology trainee should be adequately trained to be able to work in a multicultural context. He states that not only should ethnic minority students be working with people of diverse racial/linguistic groups, but that all students will benefit from cross-cultural training.

With the exception of Ristock (1987) who briefly states that participants in her study expressed that the community psychology programme they were enrolled in was inaccessible to people of colour, I was unable to find a study that clearly addressed community psychology's effectiveness in incorporating the value of cultural diversity in its training programmes. If the literature on women's experiences in training programmes and the literature on the field's neglect of minority issues are indications, however, then we can assume that community psychology has also neglected this aspect of its original mission statement.

In summary, it appears that community psychology has been slow in attending to its values with respect to gender equality, racial equality, and the incorporation of feminist and multicultural perspectives into its agenda and its training programmes. In addition to active recruitment of minorities, the incorporation of feminist and multicultural issues, including a serious look at sexual harassment and perhaps racism within programmes, the literature points to a need for

second-order change with the field. That is, the rules and assumptions of the field need to be replaced by a more global perspective incorporating feminist process and a more diverse cultural view.

Evaluation of Community Psychology Training Programmes

While community psychology has consistently defined self-appraisal as very important, the literature suggests that systematic programme evaluation of community psychology training programmes is limited. The growing literature on training in community psychology is centered on suggestions for training and descriptions of existing models and skills, but it does not deal with the issue of the effectiveness of training programmes, nor with the experiences of students within them. To date, there appears to be only a handful of published studies that address specifically evaluation or assessments of existing programmes. Paelet (1978) surveyed the career outcomes for 31 graduates of the M.A. programme at the University of New Haven in an attempt to examine whether the job market and political climate of the time were receptive to its graduates. This study showed that, in general, graduates were able to find employment in nontraditional human services. Specifically, 44% of the graduates surveyed had become administrators in human services. Based on these results, Paelet was able to support several interesting conclusions for community psychology: 1) opportunities in nontraditional human services were expanding; 2) graduates of community psychology programmes could be instrumental in shaping the future of community psychology through their work in helping change agencies; and 3) because graduates are often buffeted by conservative forces, community psychologists in academic settings could play key roles in setting up support systems for graduates so as to encourage and foster creative involvement in the community.

Walfish, Polifka, and Stenmark (1984) surveyed graduates of 19 community psychology training programmes at the master's and doctoral levels to assess self-reported competency upon

completion of their degree on a number of community psychology skills. Their results indicated that graduates from both master's and doctoral programmes reported a moderate skill-level in numerous intervention and research skills (e.g. administration, social policy analysis, and needs assessment). Generally, graduates felt most competent in research activities, while less competent in areas such as mental health interventions in industry and empowerment. Graduates of M.A. programmes tended to be significantly less satisfied with the overall quality of their training and women at the doctoral level were less satisfied than men with available role models.

The Walfish et al. (1984) study is important because it obtained feedback from students as to their skill attainments and satisfaction. There were several limitations to the study, however. First, the pooled data from 19 different programmes did not allow for conclusions about any specific programme characteristics or outcomes. Second, the study mainly addressed the issues of skill competency with only limited focus on the training process. Third, the respondents were new graduates and thus might not have had sufficient time to assess the quality and relevance of their training. Finally, the use of a quantitative Likert scale as the sole measure limited the graduates' input into how they felt about their training and their experiences while enrolled in the programme.

In an attempt to improve on the above studies, Hoffnung, Morris, and Jex (1986) performed an outcome evaluation of the New Haven programme. Their study presented a much more detailed picture of graduates' experiences and perceptions and encompassed a longer period of time than the other two studies. Eighty-three respondents were asked to estimate on a five-point Likert scale the extent to which the programme, their current work settings, and their professional interests emphasized the eight dimensions of community mental health, traditional clinical practice, individual intervention, group intervention, organizational intervention, community intervention, research, and theoretical approaches. The survey also looked at actual and preferred

percentages of time spent in several job activities, the degree of identification with the field of community psychology, job satisfaction, the relevance of the programme's skill-oriented courses to their job responsibilities, and finally, respondents' perceived skill deficiencies and programme weaknesses. Results revealed that the majority of graduates surveyed had obtained jobs in human service agencies, were experiencing moderate to high levels of job satisfaction, and had opportunity within their jobs to devote to activities that are characteristic of community psychology. In addition, results indicated that through training, students were being socialized into a community psychology perspective on human problems and interventions, but still maintained a high level of interest in individual intervention and direct service.

The Hoffnung et al. (1986) study is indeed an improvement over the Paelet (1978)and Walfish et al. (1984) studies. It is the most complete evaluation of a community psychology programme to date. However, its scope is limited in several ways: 1) it does not address the process of training; 2) while it acquires programme graduates' detailed perceptions, it ignores the faculty's perceptions of the programmes' effectiveness; and, 3) the study was carried out within a traditional research paradigm, without integrating alternative techniques such as collaboration (Walsh, 1987), qualitative evaluation (Patton, 1980), or a utilization-focused approach (Patton, 1986), all of which are congruent with community psychology's historical commitment to the development of alternative models for research and practice.

Despite community psychology's stated commitment to a process orientation in training, there is a dearth of studies that address the process of training or students' experiences in training programmes. I did find, however, two attempts to empirically examine the process in training programmes. Both studies are important contributions to the literature on training as they move away from examining outcomes in training and look directly at how effective programmes are in incorporating the theory of community psychology in the process of training. Trickett et al. (1984)

interviewed 17 community programme directors/representatives and examined written material on 30 graduate programmes in community psychology in an attempt to increase understanding and conceptualization of process issues in training programmes. Using the ecological metaphor as a base, the interviews were designed to obtain information on various aspects of process including: the innovative aspects of programmes, the degree to which the programmes attempt to model the kinds of relationships and activities community psychologists should be trained for, and the relationship of the programmes with their organizational contexts. The study found that programmes differed substantially in terms of training options, philosophies, and institutional arrangements, and that they had emerged under very different historical circumstances. The most dominant theme that stemmed from the interviews focused on challenges, constraints, and tensions that accompanied efforts to implement community programmes within university settings. The study also found that the modeling of community interventions by faculty and the participation of students in the governance of the programme were two salient examples of processes by which students were being socialized. With regards to student participation, results revealed that while student involvement had often been included in the rhetoric of community psychology, there was wide variation among programmes in the amounts and types of student participation. One interesting observation was that programmes that encourage quick completion of graduate requirements may be discouraging student involvement. A last interesting observation of this study was that the value of diversity referring to age, gender, race, and interests was frequently mentioned by directors as a potential programme resource.

Ristock (1987), as described earlier, interviewed eight students from the OISE programme to document the experiences of self-identified feminist students in order to ascertain the programme's fit between theory and practice. Ristock's study is of particular interest and importance because it represents one of the only attempts (if not the only) to obtain qualitative

information on students' experiences in community psychology training programmes.

The Present Study

Up to this point, I have been exposing a need to move towards more active self-appraisal or assessment of community psychology training programmes. There is a lack of evaluation studies and the few that exist are limited in scope. The present thesis is an attempt to overcome some of these shortcomings by providing a systematic evaluation that addresses both outcome and process and encompasses various objectives and methods. In carrying out the evaluation, my primary aim was to provide an intervention in the WLU community psychology programme that would stimulate a process of self-reflection. The intervention was not intended to look at every aspect of the programme nor to change the programme in its entirety. These feats were beyond the time and resources which were available to me as a thesis student. My fundamental concern instead was to work with the programme participants, including faculty, staff, and students to provide an evaluation that would focus on their main concerns and that would highlight both the positive and the negative experiences of all participants.

The following objectives guided the evaluation:

1) To assess the extent to which the outcome and process goals of the S-C programme are being met.

2) To obtain qualitative data regarding student's experiences in the programme.

3) To obtain qualitative data regarding the faculty's experiences in the programme.

4) To identify possible future needs of the community to be met by the programme curriculum.

5) To identify ways of improving the programme.

Furthermore, I intended this thesis to benefit the field of community psychology as a whole and specifically community psychology in Canada. I was hoping to draw attention to the value of survey and qualitative research on our training programmes. I was also concerned with providing

an example of how other community psychology programmes can evaluate themselves in a way that is true to the stated commitments of the field by: 1) incorporating various perspectives; 2) working in a collaborative manner with stakeholders throughout the process; 3) placing equal emphasis on both process and outcome goals; 4) incorporating qualitative methods so as to obtain a more holistic view of people's experiences; and 5) carrying out a true applied project where collecting useful information was simply a means to the goal of positive change.

DESCRIPTION OF THE SOCIAL-COMMUNITY PSYCHOLOGY M.A. PROGRAMME

The following section provides an overview of the M.A. programme in community psychology which was the focus of the presently described intervention. Following a brief overview of the history of the programme, I describe the programme philosophy and its training goals. Next, I describe the programme's structure, its curriculum, and activities. Subsequently, I assess the evaluability of the programme. Finally, I describe the programme's previous attempts at self-evaluation.

History

Graduate training in Psychology at Wilfrid Laurier University was initiated in 1965. Up until the early 1970's the department had little focus, but a rather negative external appraisal of the existent graduate programme forced the faculty to look at ways to reorient the graduate programme. Based on faculty and student interests and programme resources such as courses with a community and social psychology orientation, the psychology department decided that social-community should be an area of focus for training in psychology. The Social-Community programme was thus formally introduced in 1976, followed by a General-Experimental programme in 1978. There had been a strong community psychology orientation within the department as far back as the early 1970's, when students largely under the direction of Edward Bennett took courses and completed theses with a community psychology focus. These years were described by informants as good ones with students who were taking the community-oriented focus having very favourable experiences. The formal introduction of the General-Experimental and Social-Community programmes, however, precipitated a lot of internal strife which resulted in a tense, organizationally confusing time for both students and faculty.

Things started improving, and an appraisal by the OCGS in 1981 marked a new beginning. One site-visitor, a past-president of APA's Division of Community Psychology with considerable

experience in evaluating over 100 similar programmes in the U.S., ranked the S-C programme in the top 10% of community programmes in North America. This positive appraisal brought with it a renewed interest in the programme; new faculty were hired, some curriculum changes were initiated, and it became stronger and more focused. The favourable evaluation rendered the S-C programme more self-sufficient and confident, resulting in decreased dependence on the psychology department; consequently much of the internal strife and organizational confusion disappeared. The programme thus became a healthier and more pleasant learning environment for both students and faculty.

In short, the history of the S-C programme at WLU is characterized by three periods. First, there is the pre-programme period, that is, the period from the time of Edward Bennett's arrival to the formal introduction of the programme in 1976. This period is defined by informants as a strong one, where students in a general psychology stream had the option of taking one or two community-oriented courses. The second period, 1976 to 1981, is characterized by much internal strife and a slow process of improvement. There was some turnover of faculty as well as many students dropping out. The 1981 external appraisal marks the beginning of the third period which continues today. It is the strongest time in the history of the programme, with the present faculty having a strong interest in the field of community psychology and increasing numbers of competent students who believe in the community philosophy entering the programme.

Programme Philosophy

The S-C programme has as its underlying philosophy the values and beliefs of community psychology. The general philosophy is one of improving the quality of life for all citizens in the community. In pursuit of this rather broad goal, programme faculty strive to train professionals who will promote competence and psychological well-being and who will work to prevent problems by improving the "fit" between persons and their environments. Faculty view

community psychology as a science with a theoretical base and defined methods for studying communities and for intervening at the community level. Faculty believe that the root of many problems is at the social and community levels and thus, the major focus of concern for practitioners should be at these levels.

Students in the programme are trained in a researcher-consultant model, which emphasizes assessment, intervention, and evaluation in the various social contexts in which people live. There is an integration of theory, practice, and research. In terms of theory, the faculty believe that students should be taught to intervene at a variety of levels, namely, small groups, organizations, communities and society. Consistent with the ecological view of applied skills, the programme has an underlying belief that the type of research skills taught should be those that are needed to acquire knowledge about people in the context of their environments, to assess community needs, and to evaluate programmes.

Finally, in training students, the S-C faculty believe in the premise that "we are what we study" (Lorion, 1984). They believe in incorporating the values and belief system of community psychology into the process of training. The programme and the university are viewed as a community, and the faculty profess to carry out the same process in training that they would in community interventions. To carry out the community process, the faculty strive to embody the values of community psychology, such as collaboration, social support, empowerment, and an ecological perspective in the process of training through such things as student involvement in decision making, close interaction with students, and small classes. This process gives strength to what is being taught, inasmuch as the students see the field's values put into practice and at the same time see that the faculty practice their beliefs in community psychology.

Programme Training Goals

The S-C programme has defined both outcome and process training goals. They are as follows:

Outcome Goals

1. To increase students' general level of employability and education.
2. To increase students' level of preparation for either more advanced professional training or for employment in community settings.
3. To increase students' skill levels in community research, programme evaluation, programme implementation, community development and consultation.
4. To increase students' knowledge of community psychology values, theory and knowledge base.
5. To increase students' understanding and application of the community/ecological perspective to social and psychological problems.
6. To increase students' commitment to and involvement in a model of social intervention that incorporates the concepts of empowerment, prevention, and collaboration.
7. To socialize students (i.e. change attitudes, beliefs, and values) into professional roles consistent with the values and beliefs of community psychology.

Process Goals

8. To engage in and encourage collaborative projects between students and faculty.
9. To provide a psychological sense of community within the programme
10. To provide a supportive learning environment for students and faculty.
11. To incorporate the fundamental values of community psychology in the process of training.

Programme Structure, Curriculum, and Activities

The structure, curriculum and activities of the S-C programme flow from its outcome and process goals. The programme has three components to its curriculum: theory, research, and field work. Two content courses (Community Psychology and Social and Community Intervention) are aimed at providing a theoretical background in community psychology and its interventions and at helping students increase their ability to learn to analyze and to intervene at several different levels (i.e., small group, organization, community, society). Three methods courses (Statistics, Field Research Methods, and Community Assessment and Programme Evaluation)

provide training in research skills that will help students to assess community needs, evaluate social programmes, and to acquire knowledge about how people function in their environment. Two practicum courses (Community Practicum I and II) give students direct experience in the community and focus on training for indirect service roles such as small group leader, organizational process consultant, programme developer and evaluator, community developer, and social change agent. Finally, the thesis project provides the opportunity to integrate theory and research in an area relevant to community psychology. Applied theses are encouraged, thus the student can further develop some of the service roles dealt with in the practicum courses.

Courses are structured as seminars. There are generally six to eight students accepted into the programme each year, allowing for close interaction with the faculty, and maximizing the opportunity for student participation in classes. Practical exercises in programme planning, problem solving, and analyzing are incorporated into some of the class meetings. Grades are assigned for all courses except the practicum and thesis and are based mostly on applied assignments. For example, the take-home exams include questions of practical application, in the Community Assessment and Programme Evaluation course students develop a proposal for the evaluation of a community programme, and in the Social Intervention course students are involved in collaborative group projects to design interventions for community or social problems.

In addition to the curriculum, the S-C programme hosts a series of activities aimed at the socialization, academic, and professional development of its students and faculty. An important series of activities are the "brown bag lunches". These lunch-hour discussions bring faculty and students together three to four times a semester, and are designed to encourage exchange of information amongst faculty and between faculty and students on research, applied and professional issues.

Another important component of the programme involves guest speakers. The faculty puts a lot of effort into bringing distinguished figures in community psychology and related fields for colloquia or seminars. Generally, the formal session is complemented with a social event, allowing students to meet the guests in a more informal setting.

Other programme activities have included: educational exchanges with the Social Work Department of the University of Umea in Sweden; a forum in 1989 that focused on the history of scientific racism, the validity of the claims of Dr. Philippe Rushton, and the work that is being done by psychologists and others to promote positive race relations; a group presentation on field training by faculty and students at the 1989 CPA convention; and joint conferences with participants in the community psychology programmes at OISE and Guelph.

There appears to be a clear and logical rationale linking the S-C programme curriculum and activities with the intended outcome goals. The content of the curriculum is clearly set up so as to increase students' knowledge of community psychology theory and methods, and to increase their skill levels in research and indirect service roles. The joint course, field, and thesis work covers all training areas so that, if effective, students can either go on to more advanced education or be prepared to seek employment in community services. The applied projects, exercises, and course content are clearly aimed at increasing students' understanding of the community/societal perspective to social problems. Finally, the Community and Social Intervention courses, content in other courses, and working closely with faculty who are committed to social change should help increase students' commitment to social change.

The group projects, the collaborative efforts, the encouragement of student participation, the small classes and close work with the faculty within the programme are all reflective of community psychology values. The nature and intense levels of these activities, then, are closely linked to the process goals which stress student socialization in the values and beliefs of

community psychology and the incorporation of the fundamental values of community psychology into the training process.

Past Evaluation Attempts

While this is the first formal, large-scale systematic evaluation that has been done of the S-C programme, the S-C faculty appear to be committed to self-appraisal, evaluation, and change. In addition to the formal appraisals by the OCGS, the S-C programme has made substantial efforts to obtain feedback from students and to integrate this feedback into desired changes. Some change has occurred through informal feedback about problems with courses. There is evidence that courses have evolved and changed as a result of this continual feedback. Substantial changes also came about through a small evaluation that the programme underwent in 1984. While I was unable to obtain a formalized report or substantial detail on this evaluation, one faculty member provided me with a summary of the evaluation process, results, and subsequent changes. The summary revealed that there were substantial changes made to the S-C programme as a result of the evaluation. It also revealed problem areas that continue to exist. For these reasons, a description of the 1984 evaluation is essential in understanding the S-C programme and the objectives and results of the present evaluation.

In 1984 the S-C programme called in an independent external consultant to help with a formative evaluation. A questionnaire was developed which was sent out to students and faculty. The results were summarized by the consultant, and over several meetings the faculty and students based on the results identified seven programme areas that needed changes. In response to these areas of needed change, in June 1984 several groups were formed to further explore the issues and to start implementing changes. There have been substantial positive changes since 1984, however, some of the recommendations that were made were not fully carried out. In addition, the data from the evaluation reveal several areas that were not fully addressed by the task

forces. The following is a brief description of the problem areas that were identified, the changes that were made, and some of the issues that were not adequately dealt with.

Space and Resources (workshops, department resources, money, and teacher assistantships)

1) The Task Force that was examining this problem recommended that an attempt be made to obtain paid practica or expenses paid for by settings. There has been some improvement in this area with small stipends or expenses covered in a few cases.

2) Since 1984 the department of psychology has been able to obtain more space for students and faculty. There has been little progress, however, in the university receiving funding for a new science building in which the psychology department would be situated.

3) Rates have improved for teacher assistants but funding for students remains insufficient.

4) There has been a definite improvement in obtaining more faculty grant money to support students.

Human Resources Development (climate, relationships, and communication)

1) The S-C programme as a result of recommendations from the Task Force has worked to improve the sense of community in the programme and the department. The summary stated that there has been a substantial improvement in the sense of community in the psychology department with less conflict between the G-E and S-C groups, but there has been little improvement in increased cooperation between the two programmes.

2) The psychology department now hosts an annual picnic as well as other events to increase cohesiveness in the department. There has, however, not been much attendance of students at these events.

3) The S-C programme now hosts more activities such as parties for the faculty and students.

The Practicum (range of placements, faculty-student collaboration, and team work)

1) There has been an expansion of practicum settings.

2) There is now a training sequence on consultation and communications skills in the practicum class.

3) A suggestion was made about including second year students in practicum supervision, but this has not been done.

4) The Task Force recommended faculty-student collaboration on practica. A resulting change has been to emphasize a mentoring relationship between the faculty and students where students work closely with faculty on their practica.

5) Another suggestion was made that students should have more opportunities to meet with people from the possible practicum settings. The result is that students are now encouraged to "go out and shop".

External Relations (community awareness and link with settings)

1) There was a suggestion made that the programme's profile in the community should be raised by promoting its strengths to the community. This has not been done.

Curriculum (courses and content)

1) The course load has been extended over three terms rather than the previous two terms and the elective course was dropped with the goal of decreasing requirements and lightening the work load.

2) In 1985 the programme began using evaluation forms routinely for students to evaluate the courses.

3) The applied social psychology course was dropped because it was seen to be too traditional and a new course, Social and Community Intervention was added.

4) There was a recommendation made concerning the need for an applied skills course. No such course has been created but some of the needed content has gone into the practicum.

5) It was recommended that there be more creative organization of the programme and courses around problem-centred modules. This has not been done.

Community Psychology Identity (commitment and identification)

1) Noon-hour conversation sessions (brown bag lunch) are now being held three times a term.

2) There was a recommendation made to host conferences. Several conferences have been held since.

3) It was suggested that students be encouraged to present at CPA community psychology and programme evaluation sections. There has been an improvement in this area, with students being involved yearly in the CPA conference.

Needs and Resources of Second and Third Year Students

A task force was never formed to work on this issue and thus nothing much has been accomplished in this area.

Is the Social-Community Programme Evaluable?

According to Rutman (1984) there are three criteria a programme should fulfill before it can be evaluated. First, the programme components must be well defined and they should be able to be implemented in a prescribed manner. Second, the programme should have clearly specified goals and objectives. Finally, the causal linkages between the programme's activities and its stated objectives should be plausible.

The S-C programme meets the above-stated criteria quite well and thus it is evaluable. Its curriculum and activities are well defined and documented, and are implemented quite consistently through each year. The faculty have agreed upon training goals and objectives that

appear uniformly on brochures, the Graduate Calendar, and other programme documents. There is also a clear and obvious rationale for providing the programme's activities and curriculum based on these goals.

In addition to its evaluability as defined by Rutman, the S-C programme has a strong commitment to evaluation. Current business meetings also demonstrate an openness to change and to student input. These factors, along with the future hopes of implementing doctoral-level training, make the S-C programme a prime candidate for evaluation.

METHODOLOGY AND PROCESS FRAMEWORK

While some practitioners and researchers who espouse community psychology ideology are committed to values such as empowerment, a collaborative research relationship, the psychological sense of community, and citizen participation, they continue to embrace the natural sciences model of research (Walsh, 1987). Walsh cautions that "this scientific model, which prescribes hierarchical control of the research process by the researcher, might well militate against both the development of a psychological sense of community and professional accountability" (p. 774). What Walsh is saying is that there is a contradiction in espousing the values of community psychology and constructing research with communities in the traditional model of the natural sciences. Conscious of this contradiction, I have carried out the evaluation of the S-C programme, using a collaborative, stakeholder model which is congruent with community psychology philosophy. Accordingly then, I had two main objectives in carrying out the evaluation: first, to meet the specific objectives of the evaluation; and second, to adhere to a collaborative, stakeholder-based evaluation process and assess and document the effectiveness of this process within a community psychology programme.

Traditionally, reports in the field of psychology discuss the methodological approaches that were used in the research project. In view of the fact that community psychology is in principle committed to a collaborative and empowering process of research, it should equally be committed to a new way of reporting. It is not only our methodology that is important, but our process. Consequently, our reports should include not only a description of our research methods, but also of the process of our work. After all, as Kelly (1979) states: "T'aint what you do, it's the way you do it." With the preceding discussion in mind, I have written the method section of this thesis in a somewhat unorthodox manner for the field of psychology in that it is reflective of the true nature and process of community psychology research, in general, and this evaluation specifically. In

addition to describing the research methodology used in the evaluation, I also describe the process by which the evaluation was implemented.

Participants

Data for this evaluation were obtained from various sources. Participants included: 33 graduates of the programme who enrolled between 1981 and 1987, 12 students who were enrolled during April 1990, all S-C faculty, three students who had withdrawn from the programme, the Graduate Secretary, the Field Placement Supervisor in the psychology department, and the Chair of the psychology department.

In selecting participants, I used few sampling procedures. Basically, all people directly involved with the S-C programme at the time of the evaluation were invited to participate. In addition, I attempted to contact all graduates who enrolled between 1981 and 1987. These years were chosen for two reasons: 1) the programme has gone through substantial changes since its beginning and 1981 was seen by key informants to be the year when it became stabilized; 2) in order to measure outcome goals it was desirable that participants had completed the programme, and 1987 was chosen as a cut-off year because most students from this year had graduated. Finally, I also attempted to contact all students who had withdrawn from the programme for whom I had a mailing address. I did use a purposive sampling technique to select five graduates who participated in a follow-up interview. More detailed descriptions of the purposive sampling procedure and of the participants of the evaluation are presented in the results section.

Methods

The following section provides an overview of the research methods that were used in this evaluation. I begin the section with a brief description of the benefits and drawbacks in using combined qualitative and quantitative measures in evaluation research. Next, I describe the

measures that were used in the evaluation and the procedures in implementing them. Finally, I provide a brief description of the techniques and processes I used to analyze the data.

Numbers and Words: Combining Qualitative and Quantitative Measures in Evaluation Studies

Rossman and Wilson (1985) argue that quantitative and qualitative ("Numbers and words") measures can be used together to produce a rich and insightful analysis of complex phenomena that one could not obtain by using either method alone. Reichardt and Cook (1979) maintain that an evaluator should use whatever methods are most suited for answering evaluation questions and if that calls for combined methods, then "so be it". They also point out that combining qualitative and quantitative measures can profit an evaluation and that there are numerous benefits in combining the two methods. The first benefit is that since evaluation research often has multiple purposes, multiple methods are often most suitable. Some of the evaluation objectives might be best met through quantitative measures, while others might be more suitably met through qualitative measures. Second, each method could build on the other, allowing for more insightful exploration of the data. Third, in using quantitative and qualitative methods one can triangulate the data, correcting biases in each method. There are some shortcomings, however. Combining qualitative and quantitative methods may be too time-consuming and researchers may not have adequate training in both methods.

A combined qualitative and quantitative approach was used in this evaluation because of the multiple and diverse objectives of the project. Quantitative methods were appropriate in measuring the goals of the programme with graduates, providing quantifiable measures of students' changes while in the programme, and allowing me to acquire some "fast numbers" from which to form a basic impression of programme outcomes and graduates' experiences. Other objectives in the evaluation required qualitative measures to provide a holistic picture of students', faculty's, and staff's experiences, and a clear description of the issues or problem areas

in the programme.

Measures and Procedure

As previously stated there were various sources of information and various research objectives in the evaluation. Accordingly, I used several different measures. Data were obtained from: 1) telephone interviews with graduates of the programme; 2) focus-group interviews with students; 3) a mailed questionnaire to students who had dropped out of the programme; 4) interviews with faculty; 5) interviews with other people involved with the programme; and 6) follow-up interviews with five graduates who had participated in the telephone interviews. What follows is a description of the methods used to collect data from these groups and the corresponding procedures. (See Appendix A for a timeline of the data collection process.) All interviews, except for the telephone interviews were audiotaped. Verbal consent was obtained before taping.

The initial idea in choosing the groups who would be interviewed was to obtain both an internal perspective of process and outcome and an external perspective of the programme's impact in the community, and thus in addition to S-C participants, I would collect data from some participants in the General-Experimental programme, practicum supervisors, and people working in the community. After commencing data collection, however, the external aspect of the evaluation was dropped due to time and management constraints. The data would be more manageable, the evaluation more utilization-focused, and my timeline more realistic if I focused on the evaluation's primary concern which was to document training outcomes and S-C participants' experiences.

Telephone Interviews with Graduates. The single largest source of data was obtained through telephone interviews with graduates of the programme who enrolled between 1981 to 1987. Originally, my advisor and I discussed mailing out questionnaires to this group. After

several meetings, however, the Evaluation Committee recommended that it would be more effective and the quality of the data would be enhanced if the participants were interviewed over the telephone. Kidder and Judd (1986) contend that telephone interviews are advantageous over mailed-out surveys because they have a high response rate, they do not impose strict guidelines on time, and the quality of the data is similar to personal interviews. Furthermore, telephone interviews are less time-consuming than personal interviews. In this particular case I chose telephone interviews over personal interviews due to the fact that participants were residing throughout Canada and traveling to their homes was not economically feasible.

Hence, with input from the Evaluation Committee which consisted of representatives from the major stakeholder-groups (see p.64) and my advisor, I developed a highly structured telephone questionnaire (see Appendix B). The questionnaire consisted of both open-ended questions and closed-ended Likert scale items and was divided into three parts. The first part contained questions that would directly assess how the S-C programme was meeting its process and outcome goals. For all outcome goals, I utilized a simulated pre-post test design (see Foy, 1988). Participants were asked to retrospectively assess their attitudes, skills or knowledge-base at the time that they entered the programme and at the time of graduating from the programme. In the second part, open and closed-ended questions were included to gather information on other aspects of the programme that had been identified as important to the evaluation but that were not specifically defined in the goals (e.g. satisfaction, usefulness of courses, and diversity in the programme). The third part of the questionnaire was designed to obtain some demographic information from participants.

Before proceeding with the telephone interviews, I sent a letter to all potential participants (see Appendix C) informing that I would be phoning them in the next few weeks to see if they were willing to participate, and if desired, to set up a convenient time for a telephone interview. I

also sent a copy of the questionnaire (excluding comments that were included for purposes of the interviewer) to all potential participants so that they could use it to follow during the interview or to prepare in advance.

The interviews ranged from about 20 minutes to over an hour, with the average one lasting about 40 to 45 minutes. While the format was structured, I allowed participants to "ramble on" at times if they had a particular issue they wished to discuss. In addition, in a large number of the interviews, some time was spent following up on the details of the programme. It appeared that participants were very eager to obtain information on various faculty members, on the programme as a whole, and on the potential Ph.D programme. In addition, participants often spent time talking about the evaluation, asking questions, and providing support for the evaluation and my thesis.

Student Focus-Group Interviews. I invited all students enrolled in the S-C programme at the time to participate in focus-group interviews. After obtaining convenient times, I assigned all interested students to one of three groups based on their time-availability and random assignment. The result was two groups of four and one of three students.

I chose to use focus-groups for several reasons. First, I believed that all students should be given a chance to have a say in the evaluation; denying them this opportunity might have been disempowering. In addition, because of their present involvement in the programme I thought that they might have very useful current information. If all students were to participate, personal interviews would have been too time-consuming. Second, focus-groups were chosen over written questionnaires (which would also have been efficient), because the data collected through focus-groups would be richer and more holistic.

Stewart (1990) discusses the advantages of focus-groups and claims that, in fact, focus-group interviews do provide data from a group of people more quickly and at less cost than

personal interviewing and "the open response format of a focus-group provides an opportunity to obtain large and rich amounts of data in the respondents' own words" (p.16). Furthermore, focus-groups allow the researcher to interact with the participants and for participants to react to and build upon the responses of other group members. Finally, Stewart also contends that the information collected through focus-groups provides data that are easy to understand.

While generally, focus-groups involve more than three or four participants, I chose to have three smaller groups as opposed to only one or two larger groups so that all students would have a chance to talk and to allow me to see if there was commonality between groups.

An important feature of the student focus-groups was the fact that I did not pre-determine questions or topic areas for discussion. Instead, at the beginning of each interview, time was spent identifying issues through a nominal group technique. The Nominal Group allows all participants to identify issues in an orderly fashion, which is nonthreatening, fair, and depersonalized (Van de Ven & Delbecq, 1972). The nominal group technique involved the following process. First, participants were asked to write down what they believed were relevant issues to discuss for purposes of the evaluation. Second, in round-robin fashion each participant was given an opportunity to state one of his/her issues which was in turn recorded on a board. A basic rule was that issues should not be duplicated. This process was repeated until all participants had exhausted their ideas. Next, the issues were clarified and any overlapping ones were incorporated together. When this process of grouping and clarifying was over, I asked participants to vote on the four issues that they believed were of most importance to discuss, and the four or five items that received the greatest number of votes were chosen as the topics for discussion.

Each group was given two hours in which to define, vote on, and openly discuss the issues. Discussion centred on one issue at a time, but there were instances of overlap. I played the role of moderator, but also interacted openly with the participants by probing and at times providing my

own insights and comments on experiences in the programme.

Mailed Questionnaire to Students who Withdrew. Collecting data from students who had withdrawn from the programme was complicated by two factors: first, updated addresses for this group were not available; and, second, several faculty members cautioned that openly discussing their experiences and reasons for withdrawal might be highly sensitive topics. In view of these limitations, the Evaluation Committee decided that a non-threatening measure would be to send questionnaires to those people for whom we had a mailing address. While we knew that the addresses would in large part be outdated, we thought that perhaps we could reach a few people this way. Even a few respondents would allow us to gather some insights on the experiences of students who had withdrawn.

To simplify matters, a revised version of the telephone questionnaire for graduates was sent to this group. Revisions included: the addition of clear instructions to respondents, changing statements such as "upon completion of the programme" to "when leaving the programme", and deleting any statements that could be insulting or threatening to students who had withdrawn. In addition, it was also decided that no specific questions on withdrawal would be included in the questionnaire.

Interviews with the Faculty. I decided to interview all faculty members for the same reasons that led to the decision to give all students an opportunity to participate in focus-groups. That is, present programme participants might find it disempowering if they were not given the opportunity to have their say in the evaluation and because of present involvements they would all have very useful and insightful information. Instead of the focus-group format, I decided to invest the time and personally interview all faculty members. Individual interviews would allow each faculty member to speak openly with ensured confidentiality. In addition, I believed that interviewing each faculty member personally would help initiate the process of change. Sanford

(1982) views the interview as not only a research tool, but also as a mode of intervention, maintaining that conducting interviews is one mode of initiating change. Regarding the benefits of interviews, Sandford states that through interviews people are given a chance to:

> say things for which there had not previously been an appropriate audience. They can put into words some ideas and thoughts that had been only vaguely formulated. When these are met with attention and self-interest, self-esteem rises. People who are interviewed have a chance to reflect on their lives, to take stock, to think out loud about alternatives. Professors often gain some self-insight and become more open to the psychological needs of students. We have known people who take the occasion to make important changes to their lives. (p. 897)

By interviewing all faculty members individually, I aspired to initiate the process of change as described by Sanford. I hoped that one to one-and-a-half hours of individual discussion with each faulty member would encourage reflection on the programme. Group interviews might have produced the same benefit, but perhaps in not as open a manner because of pressures to conform or fear of being completely honest if other faculty members were not in agreement. In addition, personal interviews would intensify thought and consequently the change process, by giving participants each a chance to reflect and talk for a substantial period of time.

In interviewing the faculty, I utilized the interview-guide approach, where specific issues and questions were outlined before the interviewing began. This format ensured that a similar base of information was collected from all faculty members while simultaneously allowing for other issues to arise spontaneously. Thus, an interview guide provided enough structure to simplify analysis and explore issues of importance to the evaluation and at the same time it also allowed faculty to bring up other issues of concern.

The interview guide (see Appendix D) was developed with input from faculty, students, and the Field Placement Supervisor. I circulated a form to the above-mentioned participants, informing them of the upcoming faculty interviews and requesting ideas on what they believed

were important issues to be dealt with in the interviews. Based on this input, I developed the interview guide and then further discussed it with the Field Placement Supervisor and my advisor. Following another draft, I conducted a pilot interview with my advisor and then revised and shortened the guide.

Interviews with Support Staff and the Departmental Chair. In addition to faculty, staff, and students, there were three people who are involved with the S-C programme, the Chair of the psychology department, the Graduate Secretary, and the Field Placement Supervisor, whom I interviewed. The Evaluation Committee and I agreed that "all voices should be heard". Data from these three sources were obtained through interviews. I used a different interview guide for each person since the objectives of each interview differed (information on the objectives can be found in Section 5 of Results). For the Field Placement Supervisor, I utilized the same guide as for faculty, and throughout the interview, I asked additional questions on his insights as a former student and longstanding member of the department. The interview guides for the Chair and Graduate Secretary (see Appendices E & F) were developed with input from my advisor and the Field Placement Supervisor. These interviews varied in length from a half hour to over two hours.

Follow-up Interviews with Graduates. A final source of data was obtained from in-depth interviews with five graduates. I intended these data to build on what had already been obtained by clarifying issues and enriching the existing quantitative data. Hence, using the results from the previous interviews with graduates and students, I developed an interview guide based on themes in the results as well as areas in which more information was needed (Appendix G). Using the interview guide I developed a sampling strategy (see section 6 of results) to choose five or six graduates who had participated in the telephone interviews and who would provide rich and insightful information on the chosen themes. I then phoned the participants to see if they were interested in participating and to arrange a convenient time for an interview. Four of the

participants were interviewed personally and one over the telephone. The interviews averaged about one-and-a-half hours in length.

Data Analysis

I analyzed the data for the evaluation using various methods. Each method was chosen to best summarize the information that was obtained from each source. Numerous methods were thus employed because of the various distinct sources of data and the numerous corresponding research objectives. In analyzing the data I was concerned with including as much detail as possible and providing a holistic description of people's experiences with the programme. The methods that were employed are as follows:

Telephone interviews. The closed-ended questions in the telephone interviews were analyzed using descriptive statistics which included calculation of means, frequencies, and percentages. In addition differences between years, gender, and before and after completing the programme were analyzed through various techniques including t-test and Pearson correlations. The open-ended questions were analyzed using content analysis. The process of content analysis first involved coding the data to reduce them to a more manageable and meaningful form. Each code was a key word that was attached to all responses that could be described by the chosen code. Subsequently, I counted each code so as to obtain quantifiable results in the form of frequencies and percentages for each open-ended question in the interviews. In addition, I selected quotes from the data that were clear and concise and that helped add words to the quantified results from the Likert scale items.

Focus-group interviews. To analyze these data I utilized a more elaborate approach which involved discerning categories, themes, and patterns in the data (see Patton, 1980). The first step in this process was to transcribe the interview protocols verbatim. Subsequently, I read through each interview individually several times and searched for categories. In developing categories, I

started with the issues that had been chosen by each group, in addition to other issues that might have spontaneously arisen throughout the process of the interviews. Once this was done, I appended the data for each category into separate files and subsequently subdivided the files into smaller categories that excluded divergent information and included only data that were convergent (i.e. with similar properties). Each category was then explored, quotes selected, and frequencies counted when appropriate. Next, I read through all the category files and searched for themes. I identified a theme as a construct which appears across various categories. Finally, I searched for patterns which might be occurring between the two years of students.

Students who withdrew. Because of the limited information from the group of students who did not complete the programme, I did not use any systematic method of analysis. I simply summarized what the three respondents were saying in a descriptive manner, highlighting mostly what they believed they had gained or not gained from the programme and their experiences of satisfaction and dissatisfaction.

Faculty and follow-up interviews. The qualitative interviews with the faculty and the follow-up interviews with the graduates were analyzed in a similar manner. These interviews were highly structured and focused on specific pre-determined areas. I started by transcribing the interviews verbatim. Then, I used the pre-identified areas as categories and thus appended all the information for each category into a separate file. Subsequently, I read through each category, summarizing the information descriptively, selecting appropriate quotes and counting frequencies when necessary. In addition, for the faculty interviews, I searched for existing themes that might be occurring across interviews.

Interviews with support staff and Chair of the psychology department. While the interviews with the Graduate Secretary, the Field Placement Supervisor, and the Chair of the psychology department were each carried out with different objectives in mind, I analyzed the

three together. After transcribing the interviews, I searched for commonalities and categories. I identified a category as a distinct area having convergent properties and that appeared in one or more of the interviews. Subsequently, I appended all relevant information for each category into a separate file. Finally, I summarized the information descriptively.

Establishing Trustworthiness

In making interpretations of data, a usual concern is to what extent the data can be trusted to be accurate and reliable. Patton (1986) believes that evaluation should be predominantly aimed at action and not truth, and that methodological rigourousness does not necessarily increase the use of evaluation findings. Despite Patton's argument, I did employ several techniques as recommended by Lincoln and Guba (1985) to establish the trustworthiness (i.e. the equivalent of establishing validity and reliability in the traditional paradigm) of the evaluation data:

1) I worked on establishing trust with all participants by assuring them that the evaluation was aimed at improving the programme and not blaming people, and that I was not taking sides, but simply presenting people's perceptions;

2) I was involved in the evaluation for a prolonged period of time (one-and-a-half years) thus allowing me to detect any biases that might creep into the data;

3) I used multiple methods and collected data from various sources so as to verify and validate a set of data by comparing it against other evidence collected from another source or using another method (see Section 7 of Results);

4) During the process of data collection, I met frequently with my advisor and talked to other stakeholders about what I was finding so as verify it against their own perceptions; and

5) The stakeholders were involved in making final interpretations and recommendations.

These five procedures, along with my constant effort to remain aware of my own biases and to present all points of view, have ensured that the results of the evaluation represent the experiences

and perceptions of the participants.

Stakeholder Evaluation

The literature acknowledges the need to embody the interests of multiple groups who may benefit from the evaluation results in the process of evaluation (Bryk, 1983; Mark & Shotland, 1985; Patton, 1986; Weiss, 1983). These groups have come to be known as "stakeholders" in the programme evaluation literature. Patton (1986) refers to stakeholders as people who have a stake in the programme. Mark and Shotland (1985) refer to stakeholders as: "the distinct groups interested in the results of an evaluation, either because they are directly affected by or involved in programme activities, or because they must make a decision about the programme or about a similar programme at other locations" (p. 606). Thus stakeholders in a particular evaluation could involve as broad a group as clients, staff, programme managers, government officials, or people involved in other similar programmes.

In a review of the evolution of the stakeholder model Weiss (1983) outlines the shortcomings of traditional evaluations that are planned and carried out solely by the evaluator. Critics of this traditional evaluation process state that evaluators too often choose their issues and variables without considering the needs of the people who require the information. Critics also believe that evaluators often choose outcomes that are unrealistic. A consequence of these two tendencies on the part of evaluators is that much of the data that they collect are irrelevant to the needs of the programme decision makers. In addition, not considering the people who need the data is unfair, since the evaluation will very likely address the concerns of the people at the top of the hierarchy and not those who really depend on the programme. Weiss concludes that these problems with the process of evaluations often lead to not using evaluation results.

As a response to these criticisms and problems, the American National Institute of Education designed the stakeholder model to "both increase the use of evaluation results for

decision making and to bring a wider variety of people into active participation in the evaluation process" (Weiss, 1983, p. 8). The stakeholder model is based on the premise that, if the evaluator works with the major stakeholders of the programme in identifying the information that is needed, then the evaluation will be fair and more relevant. Working with major stakeholders should in turn increase utility of the evaluation results.

Patton (1986) has refined and expanded on the stakeholder approach and has developed a model of "utilization-focused evaluation". In this approach, to maximize the utility of results, stakeholders collaborate with the evaluator in identifying what happens at each stage of the evaluation. Patton brings the role of the evaluator one step further so that the evaluator is not only an expert in research, but also someone who can bring stakeholder groups together and who is in essence a social change agent. Since the main goal of evaluation should be utility, the evaluator works as a social change agent, maximizing through each step of the process the possibility of utility of results.

Patton's model is based on the premises that use should be a driving concern throughout the evaluation, and that this concern should be ongoing and continuous from the beginning of the evaluation. The evaluator should work from the start to maximize the probability of utilization each step of the way. In addition, there will be multiple and varied interests in an evaluation and thus these will have to be identified and prioritized, since an evaluation can not answer all questions. Patton states that caring about evaluation findings and caring about people can and should be complementary. While research is generally geared at testing hypotheses, at searching for truth, programme evaluation is geared at collecting information to be used by decision makers to improve programmes. As Patton states: "Research is aimed at truth, evaluation is aimed at action" (p.14).

With the preceding discussion in mind, the reader will undoubtedly understand the reasons

why I chose to use a collaborative utilization-focused approach for the evaluation of the S-C programme. While I knew that using such a process would greatly lengthen the time-frame of my thesis, I was certain that if the evaluation were to be a meaningful and successful intervention, it would have to be collaborative including participation from both the faculty and students. By using a collaborative approach, I believed that not only would utility be increased because of stakeholders' involvement in defining the objectives of the evaluation, but also because of the empowering feeling of being involved in the evaluation. From the beginning I saw the evaluation as belonging to the programme. It was not my evaluation; it was ***my thesis*** but ***their evaluation***. I saw myself as working with the programme to obtain the information that they wanted. It was only natural, then, that the evaluation be collaborative.

The word "evaluation" can often have negative connotations and programme staff often fear what the evaluation will "uncover" and how they themselves will be evaluated. I thought that having staff, faculty, and students involved throughout the process would reduce fear and help them see the evaluation as an intervention to bring about desired changes rather than as a research project in which they would be evaluated. Pancer (1989) affirms this belief, claiming that people's apprehensiveness about evaluations can be reduced by the evaluator being "up-front" with programme staff and by urging them to participate in every aspect of the evaluation process. A straight forward approach in which stakeholders discuss their fears and concerns with the evaluator and in which staff are given an opportunity to outline what they want from the evaluation should reduce apprehension and increase utility.

Finally, in choosing the process for the evaluation, I was also subscribing to the view that a collaborative approach would help initiate the process of change by increasing consciousness and bringing awareness to the programme. I was hoping that, as a result of their involvement in the evaluation, stakeholders would focus on the programme's weaknesses and desired changes

throughout the process rather than waiting until the final recommendations were made.

The Intervention Process and Research Relationship

Patton emphasizes that the utilization-focused framework is an orientation or approach and not a formal model that provides step-by-step instructions on how to carry out the evaluation. There are only two basic requirements for this approach. First, the intended evaluation users must be identified and organized. Second, evaluators must work with the identified stakeholders to make all decisions about focus, design, methods, analysis, interpretation, and dissemination. While the actual model might vary for different evaluations, Patton does recommend the following steps to help maximize utility:

1) Identify the primary intended users (stakeholders) of the evaluation. These are the people who have questions they want answered through the evaluation and who need the information.

2) With primary intended users, identify and focus the relevant evaluation questions. The evaluator works with the stakeholders to identify what the evaluation is going to look at. That is, what are the stakeholders' questions?

3) With primary intended users, make methods' decisions. It is essential that stakeholders play an active role in identifying the methods to be used so that they will understand the strengths and weaknesses of the data, and so the data will be credible in their eyes. It is also important that the methods be appropriate measures to answer the stakeholders' questions.

4) With primary intended users, interpret data, make judgements based on the data, and generate recommendations.

5) With primary intended users, make decisions about the best and most effective way to disseminate the results.

In carrying out the evaluation of the S-C programme, I subscribed as closely as possible to this utilization-focused framework. Through each step of the process I sought collaboration from

the faculty, students, and other stakeholders. I was continually concerned with listening to people's needs, ensuring that the evaluation would answer their questions, and establishing a positive research relationship that would foster trust, mutual respect, and would increase the utility of the evaluation results. The following pages describe this process. After a description of my roles in the evaluation, I outline each step of the intervention process. Next, I describe the ethical considerations that guided the evaluation.

My Roles in the Evaluation

I played multiple roles in the evaluation. As the ***evaluator***, I organized stakeholders and worked with them in defining: the objectives of the evaluation, the goals of the programme, and the methods to be used in the evaluation; and in interpreting the results and making recommendations to the programme. In addition to the work with the stakeholders, I designed the measures, collected the data, provided ongoing feedback to students and faculty, analyzed the results, and developed my own recommendations for the programme.

A second role was that of ***change consultant***. This role overlapped with the role of evaluator, but went a little further. As a change consultant, I tried to ensure that the evaluation did not become only a research project, but that it would be a meaningful intervention. That is, I took the necessary steps to maximize utility and to initiate the process of change. These steps included working collaboratively with the faculty and students, stimulating thought, organizing feedback sessions and a retreat, and providing ideas on how to start the process of change.

The evaluation and the write-up of the process and results constitute my M.A. thesis and thus, my third role was that of ***thesis student***. This role extended beyond the roles of evaluator and change consultant in that I was preoccupied in not only providing a good intervention, but in contributing to the sub-discipline of community psychology by providing an addition to the existing knowledge and literature. This role, however, placed some limitations on the scope of the

evaluation. I will describe these limitations in a future section.

My final role was that of ***programme participant***. This role prescribed the parameters of the evaluation by making it internal. It also increased the risks of threat to privacy and confidentiality issues for participants. Moreover, the fact that I was a programme participant limited my use of participant observations as a research tool because of concerns over confidentiality (see Discussion). I should note, however, that my role as student in the programme allowed me to add insights to interviews and to provide probes that I would not have been able to do had I not been a programme participant.

Pre-Evaluation

The idea of an evaluation of the S-C Programme developed about two years ago when the programme was looking at re-designing its curriculum. At a programme business meeting participants agreed that if changes were to be made to the curriculum, it would be good to do a formal evaluation of the programme. Several weeks later, a colleague and I met with a faculty member to discuss the options for an evaluation. Within a few days I had decided that doing an evaluation of the S-C programme would constitute an interesting and challenging thesis project. Shortly after, I met with the Programme Director who was very enthusistic about the idea. Thus, my thesis project was born and the programme embarked upon a process of evaluation and change.

From the beginning my advisor and I agreed on certain parameters of the evaluation: first, the evaluation would be a collaborative effort, with the involvement of major stakeholders; second, the evaluation would involve both qualitative and quantitative methods; and third, part of the evaluation would try to assess how effectively the programme was meeting its goals. With the above parameters in mind, I began the process of writing a proposal. While ideally I would have liked to have met with the faculty and students to define the objectives and measures of the

evaluation before writing a proposal, this was not possible due to time constraints. Not only was the proposal due in three months, but there were also many students and faculty members away during the summer months. Therefore, I put together a proposal that included a literature review, a description of the process, and only a vague idea of the measures to be used. The proposal was written with the understanding of my thesis committee and the S-C programme that the objectives and measures were in no way definite and that ultimately what would be done depended on future feedback from stakeholders.

Bringing Stakeholders Together

The first step in Patton's model is identifying the primary intended users of the evaluation. While these people are the S-C faculty, staff, and students, my advisor and I agreed that all stakeholders should be invited to participate in the process of the evaluation. We identified the following stakeholder groups: key community people who have in some way been involved with the S-C programme, students presently enrolled in the programme, graduates of the programme, the S-C faculty, the university administration, staff involved with the programme, and the Chair of the psychology department.

I sent a letter to all identified stakeholders (see Appendix H), notifying them of the intended evaluation and inviting them to an information meeting that was to be held on October 16, 1989. The objectives of the meeting were: 1) to describe to stakeholders the intended evaluation process (i.e. utilization-focused); 2) to address stakeholders' questions and concerns about the evaluation; and 3) to select an evaluation committee that would represent various stakeholder groups and that would work with me throughout the process of the evaluation.

To my disappointment, only nine people attended the initial stakeholder meeting. Participants included four students, one graduate, three S-C faculty members, and the Chair of the psychology department. After discussion of the evaluation process and concerns, an evaluation

committee was chosen.

The Evaluation Committee

The Evaluation Committee was selected as a working group that would represent the major stakeholders so that working with these stakeholders would be more manageable throughout the process. Consultation with all students and faculty before each decision was made would have been too time-consuming and inefficient. The Evaluation Committee consisted of two faculty members, one graduate of the programme, and one first-year student. The composition of the Evaluation Committee was desirable for several reasons: 1) the faculty who are the primary intended users of the evaluation made up half of the committee; 2) one of the faculty members on the committee was the founder of the programme; 3) the second faculty member was new and had a cross-appointment with the experimental programme and would thus have a unique perspective; and 4) the graduate on the committee was also working in the community and could thus represent not only a former student perspective, but also the community's perspective. The combination of these four people would add differing perspectives for the definition and process of the evaluation.

While the Evaluation Committee constituted the main group with which I consulted throughout the evaluation, there were other people who were instrumental in giving feedback, providing direction, and making evaluation decisions. First, I consulted with my advisor throughout each step. Because of his role as programme director, my advisor is one of the most important intended users of the evaluation and thus his involvement throughout the evaluation was invaluable. Second, all faculty, students, and staff were consulted on various occasions, as will be seen in the remainder of this section. Third, the Field Placement Supervisor was continually consulted about various issues and joined the Evaluation Committee in the latter part of the process.

Focusing the Evaluation Questions

The second step in utilization-focused evaluation is to identify and focus the relevant evaluation questions. Because my proposal was due before the primary stakeholders were identified, with the help of my advisor I had already identified some evaluation objectives which we believed to be important. These objectives, however, were not finalized until October 25, 1989, when I proposed them to the Evaluation Committee at their first meeting. The primary goal of this meeting was to have the committee focus on defining the intended uses of the evaluation. The evaluation objectives that had been defined in the proposal were to be used as a base and changes to these objectives would be made if the committee suggested them. I stressed to the committee members that the primary focus of the evaluation was to collect information to be used for programme development and improvement, and that this purpose should be kept in mind in defining objectives. The key questions they were to ask themselves in identifying the objectives was: "how would I like to see the evaluation put to use?" and "what do we need to know so that it could be put to use in this way?"

At this point, I should note that there were certain limitations imposed on the utilization-focused approach because of the fact that the evaluation was also part of my M.A. thesis. I defined these to the committee at our first meeting so that they would understand their limitations in defining objectives and the methodology. The restrictions were defined to the committee as: 1) time and resource constraints; 2) the methodology was not to become more complicated than that which was defined in the proposal (unless I agreed that it should); 3) the utilization-focused approach and the combined qualitative and quantitative methods that I had proposed would not be modified since they were in part how my thesis would contribute to the existing literature; and 4) the methodology and process would have to remain in line with the university and the Canadian Psychological Association's Ethical Principles.

At the meeting some changes were made to the objectives defined in the proposal. To reiterate, the objectives of the evaluation were defined as:

1) To assess the extent to which the outcome and process goals of the S-C programme have been met with students who enrolled in the period from 1981 to 1987.

2) To obtain qualitative data regarding students' experiences in the programme.

3) To obtain qualitative data regarding the faculty's experiences in the programme.

4) To identify possible future needs of the community to be met by the programme curriculum.

5) To identify ways of improving the programme.

Goal Development

Following the definition of objectives, the next step in the evaluation process was clarification and approval of the programme goals which I had identified in my thesis proposal. For development of the programme goals, I had gathered documents of the programme such as the pamphlet and practicum book, and extracted some goals from this information. Then I interviewed several key informants, namely the Chair of the psychology department, the Field Placement Supervisor, and several faculty members who had been involved with the S-C programme for a significant period of time. Based on all this information, I developed a first draft of the goals which I incorporated into the proposal. Next, these goals were discussed with the Evaluation Committee and a subsequent draft was produced. The second draft was then circulated to students and the faculty for their comments. Following feedback, I produced a third draft which I circulated to the faculty and students for a last chance to comment and give feedback. Finally, the goals were approved by the Evaluation Committee.

I divided the training goals into both outcome and process. By outcome, I mean the programme results, that is, what changes do students experience? How do their attitudes, behaviours, and knowledge-base change as a result of the programme? The outcome goals deal

mostly with the effects of the programme curriculum and activities. By process, I mean the way the programme attempts to meet its outcome goals; that is, the process of training including the support, the environment, the psychological sense of community, and the role-modeling of faculty. Many evaluations deal solely with outcome goals, but I believe that process goals are of equal importance. I have previously emphasized the importance of process in community psychology. If community psychology is committed to values such as citizen participation, empowerment, and the psychological sense of community, it is imperative that these values be reflected in the process of training.

Deciding on Method

The third step in utilization-focused evaluation is to make methods' decisions with stakeholders or primary intended users. Before meeting with the Evaluation Committee, I had a general idea of some of the methods that I thought would be useful and appropriate and that I was interested in using in the evaluation. I outlined these ideas to the Evaluation Committee and at a meeting in November 1989 we started discussion on what methods were to be used and from which sources data would be collected. After much discussion and some compromise on both my part and the part of the committee we decided that it was important to collect information from the following groups: present students, graduates of the programme, faculty, the Chair of the psychology department, the Graduate Secretary, the Field Placement Supervisor, students who withdrew from the programme before completion, and some community people. I should note that several months after we decided on these groups the committee agreed with my suggestion that I not interview community people, due to the exorbitant amount of time the entire evaluation process had taken up.

As described in the method section, we also decided on a combined qualitative and quantitative approach. Data for each participant group would be collected using a different

method appropriate to the kind of data that we wanted from each group. The bulk of the data would come from graduates in the programme through telephone interviews, using a highly structured questionnaire and qualitative follow-up interviews with a few selected graduates.

Interpreting the Data, Recommendations, and Feedback

The fourth and fifth steps in utilization-focused evaluation involve the evaluator working with intended users in interpreting findings, making judgements about the data, generating the recommendations, and disseminating the results. While Patton describes this process in two steps: first, interpretation and recommendations, and, second, the dissemination of the results, I did both simultaneously in a series of steps.

Following analysis of the data from graduates and students, I thought that it would useful for the programme to begin assimilating these early results. I also thought that it was important to have active participation not only from the Evaluation Committee, but also from other interested participants in the S-C programme for several reasons: 1) the faculty requested information so that they could start discussing some curriculum changes; 2) it would be several months before all the data were analyzed and people were curious as to what was happening with the evaluation; 3) it would be beneficial to start working for change earlier rather than wait until the end of the evaluation; 4) I wanted programme participants to start forming their ideas on what the major themes of the evaluation were and to think of ways the programme could improve on things; 5) I wanted to increase the utility of the results by involving participants in the interpretation of results. Therefore, the Evaluation Committee's job as a committee was finished and several meetings were planned in which the whole programme was invited to participate.

Interim feedback. On October 5, 1990, the programme held a meeting to discuss the evaluation and the results that had been analyzed to date. At the meeting I presented detailed results from the telephone interviews with graduates and focus-group interviews with students. In

addition, I stressed to the programme participants the importance of their participation in interpreting the results.

Following the meeting, I put the results on reserve with the Graduate Secretary to give people a chance to examine them more closely. I asked participants to read them with the intention of identifying the major themes or issues that the programme should focus on in making changes.

Defining issues and recommendations. On November 2, 1990, a one-day retreat was held by the programme. The objectives of the retreat were: 1) to further discuss results; 2) to start interpreting results; 3) to generate recommendations based on the results that had been analyzed to date; 4) to help foster a sense of community in the programme; and 5) to facilitate the process of change.

The retreat included a combination of work and pleasurable activities that were intended to meet the above-mentioned objectives. The day started with further dissemination of results. I summarized the data from the interviews with faculty, from information obtained from a few students who had dropped out of the programme, and presented some statistics on withdrawal rates and completion time for students in the programme. There was also time provided for answering questions and further discussion on the evaluation process and results.

Following a break, the next step in the retreat was to identify the major issues or themes that were unfolding through the evaluation. A first-year student facilitated two nominal groups: one to identify process themes and one to identify outcome themes. (See method section for a description of the nominal group technique and Section 7 and 8 of Results for recommendations and a description of the themes.) This process ensured that all participants contributed to the identification of the major evaluation issues and that the themes selected, were in fact, reflective of what everybody had heard from the results and not just the view of a few vocal people.

The afternoon of the retreat was spent in groups generating recommendations. I divided the

participants into groups of four or five, mixing first and second-year students and faculty members. I then assigned three or four of the identified issues to each group. It was the task of each group to develop appropriate recommendations to the programme based on the issues. To facilitate the process and ensure that all recommendations were realistic and well formed, I developed an outline that described concise steps that each group should follow in developing recommendations. (See Appendix I.)

Recommendations and Committee Work. Following the retreat I wrote up the recommendations that had been identified as well as my own recommendations to the programme. Then at a programme meeting on November 23, the recommendations were discussed and an appropriate action-plan outlined. Several committees were formed to act upon most of the recommendations. In addition, during this period I put on reserve with the Graduate Secretary the rest of the results (i.e. staff and follow-up) so that the committees could incorporate these into their work.

Feedback of Results to Participants. In May 1991, I mailed a summary of the results, process, and outcomes of the evaluation to all participants (see Appendix J). While ideally we wanted to let graduates know in as much detail as possible what had been done, what the results had shown, and what the resulting changes were, sending all this information was not feasible due due to time and cost constraints. At a business meeting of the S-C programme we decided that the best solution would be to send a brief summary with a letter of thanks that would also invite graduates to phone my advisor if they desired more information. In addition, all graduates were sent the summary of the telephone interviews from the results section and the people who participated in the follow-up interviews were sent the section that describes the results of these interviews.

Ethical Considerations

In carrying out the evaluation of the S-C programme I was especially attentive to ethical considerations, due to the fact that I was an internal evaluator. I was concerned with ensuring that the information obtained or the process of the evaluation would not cause harm to any faculty member, staff, or students. The consideration of the risks involved and subsequently what I did to increase safeguards to protect people are an important part of the process of the evaluation and accordingly I present them below.

Confidentiality. The issue of confidentiality was of particular concern in this evaluation for several reasons. First, most of the data were qualitative and thus there was a higher risk of identification of an author of a statement that would appear in the results. Second, most students, graduates, and faculty either know each other or know of each other which would also increase the risk of identification. Third, I am a student in the programme and regularly discuss the programme in an informal manner with my student colleagues. As a result of the significant threat to confidentiality involved in the evaluation, I took various measures in reducing this risk. First, I ensured that I was the only person who had access to the interview recordings and transcriptions and I coded questionnaires with a number instead of identifying them by name. In addition, I was cautious in quoting from people to reduce the chance of identifying features, and by having some people who were identified in the results section read it before I allowed others to look at the results.

Threat to Privacy. Since I am the evaluator and am also a student in the S-C programme, another risk in the evaluation was that respondents might feel that their privacy was being threatened in asking them questions about the programme. I reduced this risk by first, informing respondents that they could stop the interview at any time, and that they could refuse to answer any given question. I also ensured confidentiality at the beginning of each interview. Finally, I

attempted to show support to all participants by not disagreeing with any of their replies, listening to everything they had to say, and supporting their feelings of anger or happiness about the programme. This support helped assure that participants would not feel as if I were judging their answers, but rather respecting their opinions.

Negative Evaluation. There was always the risk that certain aspects of the programme would be evaluated unfavourably by the graduates, students, or faculty in the programme. There was no doubt that in the event that there would be a consistent unfavourable impression of a faculty member it would pose an ethical problem for me. To overcome this risk, we decided at a meeting with the Field Placement Supervisor that I would protect the person and ensure anonymity by citing only more general results (e.g. "results indicated that some faculty members were reducing the psychological sense of community"). We also decided that I would not encourage students to talk about individual faculty members, but if they did, it would be recorded as data. In these cases, then, the name of the person who made mention of the negative feature would remain anonymous, and the information would be conveyed to the Programme Director. Hence, there were only two people who would know of these results, the Director (who was my advisor) and myself.

RESULTS

The findings of the evaluation are extensive in that they represent various sources of information and diverse points of view on numerous aspects of the programme. In presenting qualitative results I have attempted to be true to participants' diverse views by providing as much description as possible, including extensive quotations, and by presenting points of view held by limited numbers of people. For the programme's benefit in making changes I have also provided as much detail as possible in presenting quantitative results. For organizational and simplicity purposes, I have analyzed the data for each group separately and present them in eight different sections. In the first section, I describe the results of the telephone interviews with graduates of the programme. In the second section, I describe the results of the three focus-group interviews that I conducted with the students who were at the time enrolled in the S-C programme. The third section highlights some observations on the withdrawal rate in the programme and includes the results of questionnaires mailed to students who had withdrawn from the programme. In Section 4, I examine the data from faculty interviews. In the fifth section, I look at the departmental context, highlighting results from interviews with the Graduate Secretary, the Field Placement Supervisor, and the Chair of the Psychology Department. In Section 6, I present a descriptive analysis of follow-up interviews with five of the graduates who had participated in the telephone interviews. In Section 7, I focus on convergence of the various data sources by summarizing and highlighting major themes. In the final section I present the recommendations that were generated from the results by the S-C programme participants.

Section 1 - Telephone Interviews with Graduates

In this section, I present an analysis of the results of the telephone interviews with graduates of the programme in relation to each outcome and process goal statement. Subsequently, I examine additional results of areas such as student satisfaction and usefulness of courses. (For

simplicity in reading the analysis of quantitative questions, the reader should note that in the scale used throughout most of the questionnaire 1 is very high and 7 is very low.) I conclude this section with a summary of the results of the phone interviews and the presentation of quotes which I selected to enrich the quantified results.

Description of Participants

Thirty-three graduates (85% of the total number of graduates from 1981-1987) participated in the telephone interviews. Twenty-five (75.8%) were women and 8 (24.2%) were men. Ages ranged from 20 to 42, with the mean being 27.2. Distribution by year was as follows: 6 (18.2%) enrolled in 1981, 4 (25.0%) enrolled in 1982, 7 (21.2%) enrolled in 1983, 2 (6.1%) enrolled in 1984, 6 (18.2%) enrolled in 1985, 3 (9.1%) enrolled in 1986, and 5 (15.2%) enrolled in 1987. The graduates' status while enrolled in the programme was as follows: 23 (69.7%) completed the programme full-time, 2 (6.1%) completed it part-time, 7 (21.2%) completed it on both a full-time and part-time basis, and 1 (3.0%) was enrolled full-time, but took some time off before fulfilling all degree requirements. The proportion of participants who were students before entering the programme was 63.6% (n=21). The remaining students were either working in a related field (n=5), working in an unrelated field (n=4), or both a student and working in a related field (n=3). Ten participants (30.3%) had completed their undergraduate degree or a qualifying year at WLU. Finally, the mean number of months it had taken participants to complete their degrees was 32.1, with a range of 11 to 56. Table 1 presents more detailed data on the length of completion and the withdrawal rates for each year.

Table 1

Data on Completion and Withdrawal

Year	Average Time to Complete	Number who Completed	Number who Withdrew	Percentage who Withdrew
1981	35.8 months	6	4	40.0%
1982	39.2 months	5	3	37.5%
1983	32.5 months	8	1	12.5%
1984	30.7 months	3	3	50.0%
1985	31.7 months	6	0	0.0%
1986	27.0 months	6	2	25.0%
1987	26.8 months	5	0	0.0%*

*Note that one person is enrolled part-time and has not yet completed the programme. He was excluded when calculating these numbers.

Outcome Goals

Goal 1 - To increase students' general level of employability and education.

To measure increase in general level of employability I asked participants to assess on a scale of 1 to 7, where 1 is strongly agree and 7 is strongly disagree (note this scale will be used for goals 1 and 2), to what extent they agreed with the following statement: "Going through the S-C programme has increased my general level of employability". The mean of responses to this question was 2.06 (s.d.= 1.29). The frequencies of responses are as follows:

Response	Frequency	Percent	Cumulative Percent
strongly agree	15	46.9	46.9
agree	8	25.0	71.9
somewhat agree	3	9.1	81.3
neither agree ncr disagree	4	12.5	93.8
somewhat disagree	2	6.3	100.0
did not answer	1		

I did not measure increase in general level of education, since it is assumed that receiving an M.A., regardless of the quality or effectiveness of the degree, will automatically increase general level of education.

Goal 2 - To increase students' level of preparation for either more advanced professional training or for employment in community settings.

Nine respondents (27.3%) had pursued doctoral-level training. To measure preparation for more advanced professional training, I asked these nine participants to rate on a scale of 1 to 7 to what extent they agreed or disagreed with the following statement: "The S-C programme did a good job of preparing me for Ph.D level work." The mean of responses to this question was 3.22 (s.d.= 1.99). Frequencies of responses are as follows:

Response	Frequency	Percent	Cumulative Percent
strongly agree	2	22.2	22.2
agree	3	33.3	55.6
somewhat disagree	3	33.3	88.9
disagree	1	11.1	100.0

A cross-tabulation of graduates who have pursued a doctoral programme reveals the following frequency of responses for students who pursued a Ph.D degree in a community psychology stream, and those who pursued a doctoral programme in other areas.

Ph.D - Community Psychology	Ph.D - Other
1 - strongly agree	1- strongly agree
1 - agree	2 - agree
1 - somewhat disagree	2- somewhat disagree
1 - disagree	

To measure preparation for work in community settings I asked respondents to rate on a scale of 1 to 7 to what extent they agreed or disagreed with the following statement: "Having completed the S-C programme, I am well prepared to work in community settings". The mean for

responses was 2.42 (s.d.= 1.06). Frequencies of responses to this question are as follows:

Response	Frequency	Percent	Cumulative Percent
strongly agree	6	18.2	18.2
agree	13	39.4	57.6
somewhat agree	10	30.3	87.9
neither agree nor disagree	2	6.1	93.9
somewhat disagree	5	6.1	100.0

For goal two, it must be noted that the questions that have been used do not measure increase in preparation but simply preparation-level at the time of graduating from the programme.

In addition to directly assessing whether goals one and two are being met, stakeholders believed that an outcome of training that was not stated in the goals is to increase students' effectiveness in the work force. That is, there was a general belief by some that the programme would be beneficial to most jobs held after graduation. To assess the general benefits to jobs as opposed to simply increasing employability in community settings, I asked respondents to rate on a scale of 1 to 7 to what extent they agreed or disagreed with the following statement: "The training I received in the S-C programme has been beneficial to the jobs I have held since completion of the programme". The mean of responses for this question was 2.39 (s.d.= 1.22). The frequencies of responses are as follows:

Response	Frequency	Percent	Cumulative Percent
strongly agree	8	24.2	24.2
agree	12	36.4	60.6
somewhat agree	8	24.2	84.8
neither agree nor disagree	3	9.1	94.0
somewhat disagree	1	3.0	97.0
disagree	1	3.0	100.0

Goal 3 - To increase students' skill levels in community research, programme evaluation, programme implementation, community development and consultation.

While increase in skill development in all the areas was stated in goal 3, the goal was divided into two areas for measurement. The S-C programme deals with the research and evaluation components quite differently from the other applied components and thus I thought that asking graduates to assess them together would be misleading. Therefore, I first asked respondents to rate retrospectively their perceived level of skill in community research (using the same scale) at the time of entry and graduation and then to do the same for the applied component. Using the paired t-test technique, the results indicated a statistically significant increase in relation to each of the two skill areas. Results can be seen in Table 2.

Goal 4 - To increase students' knowledge of community psychology values, theory and knowledge base.

To assess whether this goal was being met by the programme I asked respondents to rate on a scale of 1 to 7 their perceived level of knowledge of community psychology and social intervention theory at the time that they entered the programme and at the time of graduating from the programme. Comparison of the mean scores through the paired t-test technique showed a significant increase in knowledge of community psychology and social intervention theory. Results can be seen in Table 2.

M.A. students who came into the programme from the undergraduate or qualifying programme in psychology at WLU were very likely to have had extensive exposure to community psychology values and theory. To assess if there was a difference, I performed an additional analysis dividing students into two groups. Results indicated that students who came from WLU (n=10) had a better background in community psychology theory and values, scoring a mean of 3.80 (s.d.=1.03) in their perceptions of knowledge when entering the programme, whereas

Table 2

Results for Goals Three and Four

Factor	Entry Mean (s.d.)	Graduation Mean (s.d.)	$t(32)$
community research	4.48(1.42)	2.54(.79)	9.11*
community development, organization, etc...	4.54(1.20)	2.67(1.14)	7.78*
theory and values	4.85(1.87)	2.12(.89)	7.48*

*$p<.001$

students coming from other universities (n=23) scored a mean of 5.30 (s.d.=1.99). Comparison of the mean scores showed a significant difference in these two groups, #t under (31)^=^-2.85,~p under^<^.01#. Mean scores of perceptions of theory and values for students from WLU when graduating #(X bar^=^2.10)# and students from other universities #(X bar^=^2.13)# did not differ.

In order to check for validity with regards to goals three and four, I asked participants to account for changes or lack of changes. Using content analysis, the responses to this question were categorized as changes due to the programme, changes due to factors outside the programme, and barriers to changes.

Changes due to the programme. Twenty-nine respondents (88%) mentioned that increases in levels of skill or knowledge were due to the S-C programme. There were 57 instances of responses in this category. The main categories are:

Source of Change	Frequency	Percent of Total Respondents
Course content	14	42.4
Practicum	12	36.4
Thesis	6	18.2
Theory	5	15.2
Faculty	5	15.2
S-C programme	5	15.2
Research training	2	6.1
The small group	2	6.1
Discussions with faculty	2	6.1
Other	4	

Changes due to factors outside the programme. Four respondents (12.1%) mentioned that some level of change was due to factors outside the programme: maturity level, own personal intellectual pursuits, and self-initiated work.

Barriers to changes. Twenty respondents (60.6%) mentioned that there were some factors that accounted for either their lack of change or for not changing as much as they desired. There were 24 instances of responses in this category. The main subcategories of barriers to change are as follows:

Barriers	Frequency	Percent of Total Respondents
Some skills coming in to the programme	11	33.3
Completed undergraduate degree at WLU	6	18.2
Not much focus in the programme on programme development and consultation	5	15.1
Other	2	

To obtain some idea of what additional skills students are acquiring, I asked participants to name skills that were not mentioned through the interview questions that they believed they had acquired through training in the S-C programme. There were 49 instances of responses to this question:

Skill	Frequency	Percent of Total Respondents
Aspects of community research	8	24.2
Interpersonal skills	7	21.2
Organizational skills	5	15.1
A philosophical context to work from	5	15.1
Acquired no additional skills	5	15.1
Group skills	4	12.1
Knowledge & appreciation of process	2	6.1
Computer skills	2	6.1
Carrying out a major project	2	6.1
Practical experiences	2	6.1
Other	7	

To obtain an idea of where the programme is weak in terms of skills as well as to help with curriculum re-design, I asked respondents to tell me what other skills they believed the programme should deal with. Responses are as follows:

Skill	Frequency	Percent of Total Respondents
Management, organizational and administrative skills	12	36.4
More research and statistics skills	7	21.2
More consultation skills	6	18.2
Understanding the system and politics	4	12.1
Clinical and counseling skills	4	12.1
More computer skills	3	9.1
More psychological emphasis	2	6.1
More practical experience	2	6.1
Lobbying	2	6.1
No more skills	2	6.1
Other	8	

Goal 5 - To increase students' understanding and application of the community/ecological perspective to social and psychological problems.

To assess this goal, I asked respondents to rate their perceived level of understanding of the community perspective to psychological problems on a scale of 1 to 7 at the time of entering and graduating from the programme. Comparison of the mean scores through the paired t-test

technique for perceived levels of understanding when entering ($\overline{X}$=3.97,s.d.=1.65) and when graduating ($\overline{X}$=1.84, s.d.=.87), showed a significant increase, $t(32)=3.81$, $p<.05$.

To assess validity for this question, I asked participants in an open-ended question to account for changes or lack of changes in levels of understanding of the community/ecological perspective. Most participants gave more than one response. Using content analysis, the responses to this question were categorized as previously.

Changes due to the programme. Twenty six respondents (87.9%) mentioned that some changes were due to the programme. There were 47 instances of responses as follows:

Source of Change	Frequency	Percent of Total Respondents
Practicum	9	27.3
Course content	6	18.2
Faculty as role models in community work	5	15.1
The programme	5	15.1
Social Intervention course	4	12.1
Community course	4	12.1
Thesis	3	9.1
Theory	2	6.1
Case studies	2	6.1
Other	7	

Changes due to factors outside the programme. There were three examples (9.1%) mentioned of factors outside the programme that accounted for some level of change: personal experiences with mental illness in the family, community involvements, and independent reading.

Barriers to increase in understanding. Eighteen respondents (54.5%) mentioned that there were some factors that accounted for either their lack of change or for lesser magnitudes of change. There were 19 instances of responses in this category. The main subcategories are:

Barrier	Frequency	Percent of Total Respondents
Previous knowledge or experience coming into the programme	9	27.3
Undergrad/qualifying year at WLU	5	15.1
Lack of interest in the perspective	3	9.1
Programme weaknesses	2	6.1

Increase in application of the community/ecological perspective was difficult to measure directly. Respondents were asked, however, to rate on a scale of 1 to 7, the extent to which they incorporate some of the values and skills of the perspective into their present professional work. Results are as follows:

Skill/Value	Mean	s.d.
Collaboration	1.56	.98
Respect for diversity	1.97	1.35
Empowerment	2.06	1.29
Prevention	2.50	1.29
Social Intervention	2.93	1.91
Qualitative research methods	3.47	2.14

Goal 6 - To increase students' commitment to and involvement in a model of social intervention that incorporates the concepts of empowerment, prevention, and collaboration.

To assess whether the programme is meeting this goal, I asked respondents to assess their perceived level of commitment to social intervention in an empowering, preventive, and collaborative way when entering and when graduating from the programme. Comparisons of the mean scores through the paired t-test technique of commitment before entering the programme ($\overline{X} = 3.03$) and when graduating ($\overline{X} = 1.91$) revealed a significant increase $t(32) = 3.81$, $p < .05$.

I asked participants in an open-ended question to account for changes or lack of changes in levels of commitment to social intervention when entering and when graduating from the programme. Most participants gave more than one response. I employed the same analysis and categories as previously.

Changes due to the programme. Nineteen (57.6%) participants mentioned that changes were due to the programme. There were 27 instances of responses in this category. The main subcategories are as follows:

Source of Change	Frequency	Percent of Total Respondents
Skills acquired through the programme	6	18.2
Courses	6	18.2
Perspective of programme	5	15.1
Practicum	4	12.1
Reaffirmation of personal beliefs by the programme	2	6.1
Other	4	12.1

Changes due to factors outside the programme. Two (6.1%) respondents stated that some changes were due to factors outside the programme, namely, a summer job and independent reading.

Barriers to change. Sixteen (48.5%) respondents mentioned that there were some factors that accounted for either their lack of change or for lesser magnitudes of change. There were 16 responses categorized as follows:

Barrier to Change	Frequency	Percent of Total Respondents
High commitment coming in to the programme	9	27.3
Lack of understanding	2	6.1
Other	5	

Results in Relation to Process Goal Statements

Goal 7 - To socialize students (i.e. change attitudes, beliefs and values) into professional roles consistent with the values and beliefs of community psychology.

I used identification with the values of community psychology as a measure of socialization. To assess whether the programme is meeting this goal, I asked respondents to rate on a scale of 1 to 7, how much they identified with empowerment, prevention, and respect for diversity before entering the programme and when graduating.

Using the paired t-test technique, the results indicated a statistically significant increase in relation to each of the values. Results can be seen in Table 3.

Table 3

Results of Goal Seven

Factor	Entry	Graduation	*t*(32)
	Mean (s.d.)	Mean (s.d.)	
empowerment	3.33(1.81)	1.84(1.03)	4.06*
prevention	2.54(1.42)	1.79(.96)	3.48*
respect for diversity	2.67(1.69)	1.85(.91)	4.06*

*$p<.001$

In addition, I asked participants if there were other values which they believed identified community psychology. Responses to this question varied greatly and were difficult to categorize using content analysis. Six respondents mentioned collaboration. There were 26 other responses which included the following: de-expertising the system, grass roots advocacy, empathy,

creativity, person-environment fit, developing a caring community, irreverency, rechanneling of resources, broadening horizons, and first and second-order change. In addition, one participant stated that she did not know what community psychology is and 13 respondents mentioned no other values.

Goal 8 - To engage in and encourage collaborative projects between faculty and students.

I asked respondents to rate on a scale of 1 to 7 the opportunities for collaborative work with faculty in the programme as well as the opportunities for collaborative work with student colleagues in the programme. Results can be seen in Table 4. The frequencies of responses for both opportunities for collaborative work with faculty and opportunities for collaborative work with student colleagues are as follows:

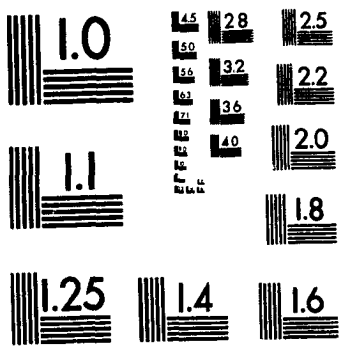
Opportunities for Work with Faculty

Response	Frequency	Percent	Cumulative Percent
very high	3	9.1	9.1
high	8	24.2	33.3
somewhat high	8	24.2	57.5
medium	8	24.2	81.8
somewhat low	4	12.1	93.9
low	2	6.1	100.0

Opportunities for Work with Student Colleagues

Response	Frequency	Percent	Cumulative Percent
very high	6	18.2	18.2
high	10	30.3	48.5
somewhat high	9	27.3	75.8
medium	2	6.1	81.8
somewhat low	5	15.2	97.0
low	1	3.0	100.0

As a result of changes that were made to the programme following the 1984 evaluation, it is quite possible that the results from students in the earlier years for some of the questions could in



MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS
STANDARD REFERENCE MATERIAL 1010a
(ANSI and ISO TEST CHART No. 2)

fact vary from the results of students in later years. To account for this difference, I present cross-tabulations for the years 1981 to 1984 and then 1985 to 1987 for most questions on process. Correlations between year and the different process variables are also presented when appropriate.

A cross-tabulation of the opportunities for collaborative work in the years 1981 to 1984 and then 1985 to 1987 reveals a significant improvement, $t(31)=2.30$, $p<.05$, in opportunities for collaborative work with faculty from the earlier period to the later period, and no change in opportunities for collaborative work with student colleagues (see Table 4). Pearson correlations revealed a significant improvement in opportunities for collaborative work with faculty with each year, $r(31)=-.41$, $p<.01$, but the correlation between opportunities for collaborative work with student colleagues and year was non-significant, $r(31)=-.01$, $p=$n.s.. (Note that all improvements will appear as negative correlations due to the scale of 1 as very high and 7 as very low.)

Goal 9 - To provide a psychological sense of community within the programme.

I asked participants to describe on a scale of 1 to 7 the psychological sense of community when they were in the programme. The frequencies are as follows:

Response	Frequency	Percent	Cumulative Percent
very high	2	6.1	6.1
high	8	24.2	30.3
somewhat high	7	21.2	51.5
medium	11	33.3	84.8
somewhat low	3	9.1	93.9
low	1	3.0	96.9
very low	1	3.0	99.9

Table 4

Means and Standard Deviations for Goal Eight

Factor	Years	Mean	s.d.
Opportunities for collaborative work with faculty	1981-1987	3.24	1.37
Opportunities for collaborative work with faculty	1981-1984	3.68	1.42
Opportunities for collaborative work with faculty	1985-1987	2.64	1.08
Opportunities for collaborative work with student colleagues	1981-1987	2.78	1.41
Opportunities for collaborative work with student colleagues	1981-1984	2.79	1.27
Opportunities for collaborative work with student colleagues	1985-1987	2.79	1.63

Ratings of the students from 1981-1984 and 1985-1987 reveal a significant improvement, $t(31)=2.21$, $p<.05$, in the later years. More specific results for each of the two time-periods can be seen in Table 5. A Pearson correlation revealed a significant improvement in the sense of community with advancing year, $r(31)=-.31$, $p<.05$.

To attain a more detailed description of how the programme is or is not creating a psychological sense of community, I asked respondents in open-ended questions to describe what factors they believed had contributed to the psychological sense of community and what factors they believed had reduced it.

Factors that contributed to a psychological sense of community. Using content analysis, I categorized 70 responses as follows:

Factor	Frequency	Percent of Total Respondents
The small group	12	36.4
The S-C faculty	8	24.2
Some S-C faculty	7	21.2
A need to unload and share because of high stress level	7	21.2
Fellow students	7	21.2
Common goals and values	5	15.1
The orientation of the programme	3	9.1
The practicum	2	6.1
The chance to collaborate with other students	2	6.1
Ongoing contact with faculty	2	6.1
Opportunities for discussion	2	6.1
Openness to diversity of opinion	2	6.1
Nothing	1	6.1
Other	10	

Factors that reduced the psychological sense of community. I categorized 58 responses as follows:

Factor	Frequency	Percent of Total Respondents
Some faculty members	7	21.2
Individual differences	6	18.2
High workload	5	15.1
Competitiveness	5	15.1
The thesis year	5	15.1
Politics within the department	5	15.1
A traditional academic structure	4	12.1
The university system	3	9.1
Different levels of knowledge of students coming in	3	9.1
Imbalance of gender	2	6.1
Statistics course	2	6.1
Nothing	1	3.0
Other	10	

Goal 10 - To provide a supportive learning environment.

I asked respondents to rate on a scale of 1 to 7 the support in the learning environment when they were in the programme. The frequencies are:

Response	Frequency	Percent	Cumulative Percent
very high	2	6.1	6.1
high	12	36.4	42.4
somewhat high	9	27.3	69.7
medium	7	21.2	90.9
somewhat low	2	6.1	97.0
very low	3	3.0	100.0

A t-test shows no improvement in later years, $t(31) = .71$, p = n.s. (see Table 5). A Pearson correlation reveals no relationship between year and support in the learning environment, $r(31) = -.20$, p = n.s.

Table 5

Results of Goals Nine and Ten

Goal	Years	Mean	s.d.
Psychological sense of community	1981-1987	3.36	1.36
	1981-1984	3.79	1.44
	1985-1987	2.79	1.05
Supportive learning environment	1981-1987	2.97	1.26
	1981-1984	3.10	1.45
	1985-1987	2.79	.97

To obtain a more detailed description I asked respondents to describe what factors they believed

had contributed to a supportive learning environment and what factors they believed had reduced the level of support.

Factors that contributed to a supportive learning environment. Using content analysis, there were 53 responses, categorized as follows:

Factor	Frequency	Percent of Respondents
S-C faculty	12	36.4
Some S-C faculty	8	24.2
Fellow students	7	21.2
Small programme/school	7	21.2
Adequate resources	3	9.1
Faculty/student relationships	2	9.1
Being with like minded individuals	2	9.1
Nothing	1	6.1
Other	11	

Factors that reduced the support in the learning environment. I counted 50 responses, categorized as follows:

Factor	Frequency	Percent of Total Respondents
Some S-C faculty	13	39.4
The S-C faculty	5	15.1
The heavy workload	5	15.1
Competitiveness	4	12.1
Larger systemic problems in the university	3	9.1
A traditional academic structure	2	6.1
Politics between GE and SC	2	6.1
The thesis year	2	6.1
Nothing	1	3.0
Other	13	

Goal 11 - To incorporate the fundamental values of community psychology into the process of training.

To assess if this goal is being met by the programme, I asked participants to rate the extent to which they believed the fundamental values of community psychology were being incorporated. The mean and standard deviation are in Table 6. Frequencies are:

Response	Frequency	Percent	Cumulative Percent
very high	2	6.1	6.1
high	6	18.2	24.2
somewhat high	11	33.5	57.6
medium	6	18.2	75.8
somewhat low	5	15.2	90.9
low	3	9.1	100.0

Ratings of the students from 1981-1984 and 1985-1987 reveal little improvement in achievement of this goal, $t(31)=1.40$, p=n.s. A Pearson correlation reveals no relationship between advancing years and the extent to which the programme practices what it preaches, $r(31)=-.28$, p=n.s.

To measure more specific areas in which the programme practices or does not practice what it preaches, I asked participants questions on the issues of non-sexism and cultural diversity. Specifically, respondents were asked to assess to what degree they believed the value of non-discrimination regarding sexism and cultural or ethnic diversity was reflected in the programme. Results are in Table 6. The frequencies of responses are as follows:

Extent to which Non-Sexism is Reflected in the Programme

Response	Frequency	Percent	Cumulative Percent
very high	2	6.1	6.1
high	9	27.3	33.3
somewhat high	5	15.2	48.5
medium	10	30.3	78.8
somewhat low	2	6.1	84.8
low	4	12.1	97.0
very low	1	3.0	100.0

Extent to Which Cultural Diversity is Reflected in the Programme

Response	Frequency	Percent	Cumulative Percent
very high	4	12.1	12.1
high	5	15.2	27.3
somewhat high	6	18.2	45.5
medium	7	21.2	66.7
somewhat low	5	15.2	81.8
low	2	6.1	87.9
very low	4	12.1	100.0

To attain some ideas of how the programme could improve on meeting the goal of diversity, I asked participants to rate what level of need there is in the programme for the following changes: developing a sexual harassment policy, hiring more women faculty, including more course content in the curriculum on feminism or gender relations, developing a race relations policy, hiring faculty from different minorities, and including more course content in the curriculum on race relations and multiculturalism. Results indicate that the highest level of perceived need is for hiring more women faculty, followed by more course content on multiculturalism, hiring more minority faculty, more course content on feminism or gender relations, a sexual harassment policy, and finally a race relations policy (see Table 6).

Pearson correlations reveal a no relationship between increasing year and lower reflections of non-sexism, $r(31)=.24$, p=n.s., and a non-significant relationship between increasing year and reflections of cultural diversity, $r(31)=-.03$, p=ns. I did, however, do a cross-tabulation to assess if there were gender differences in how participants felt about non-sexism in the programme. Results can be seen in Table 7. The means for perception of how non-sexism is reflected in the programme differs slightly for women and men, with women perceiving non-sexism to be reflected to a lesser extent than men. A t-test reveals that this difference is non-significant $t(31)=1.63$, p=ns. T-tests also showed that there were no significant differences between men and women in the perception of a need for a sexual harassment policy, $t(31)=-1.52$, p=n.s. and

the need for more course content in the curriculum on feminism and gender relations $t(31) = -1.62$, p = n.s. These results must be examined with caution, however, because of the small number of men in the sample (n=8).

Table 6

Results of Goal Eleven

Factor	Mean	s.d.
Incorporation of fundamental value into process of training	3.45	1.37
Extent to which non-sexism is reflected in the programme	3.51	1.56
Extent to which cultural diversity is reflected in the programme	3.79	1.85
Need for hiring more women faculty	1.51	.67
Need for more course content on multiculturalism	2.60	1.54
Need for hiring more minority faculty	2.66	1.31
Need for more course content on feminism	2.84	1.85
Need for a sexual harassment policy	3.58	2.29
Need for a race relations policy	3.63	2.00

Additional Results

In addition to assessing to what extent the goals of the programme are being met, I developed the questionnaire with the intention of assessing other areas of the programme not defined in the goals, but that stakeholders had identified as important to look at in the evaluation. These areas are: student satisfaction, usefulness of the courses, graduates' interest in a Ph.D programme, the occupations that graduates enter upon completion of the programme, and

graduates' recommendations for change.

Table 7

Female and Male Graduates' Beliefs Regarding Non-Sexism and Needs for Changes

Factor	Gender	Mean	s.d.
Non sexism	Male	2.75	1.23
	Female	3.76	1.59
Need for Sexual Harassment policy	Male	4.62	2.89
	Female	3.24	2.02
Hiring more female faculty	Male	1.50	0.53
	Female	1.52	0.71
More course content on feminism	Male	3.75	2.25
	Female	2.56	1.67

Student Satisfaction: To assess student satisfaction I asked participants to rate their level of satisfaction with their experience in the S-C programme. Results can be seen in Table 8. Frequencies are as follows:

Response	Frequency	Percent	Cumulative Percent
very high	4	12.1	12.1
high	17	51.5	63.6
somewhat high	7	21.2	84.8
medium	1	3.0	87.9
somewhat low	1	3.0	90.9
low	3	9.1	100.0

To further explore conditions for satisfaction, I did several cross-tabulations to assess if there were any differences in satisfaction levels between the years 1981 to 1984 and 1985 to 1987,

differences in those students who enrolled when they were 26 years of age and under or over 26, and finally gender differences. Results which can be seen in Table 8 indicated few differences between the various groups in mean levels of satisfaction.

Table 8

Student Satisfaction Levels

	N	Mean	s.d.
Satisfaction for total sample	33	2.61	1.37
1981-1984	19	2.53	1.39
1985-1987	14	2.71	1.38
Less than 26 years old	16	2.81	1.64
26 years or older	17	2.41	1.06
Male	8	2.75	1.49
Female	25	2.56	1.35

To obtain more detailed information on students' experiences and satisfaction, I asked participants in two open-ended questions what they liked and what they disliked about the programme.

What participants liked about the S-C programme. Using content analysis, I counted 109 responses, categorized as follows:

Factor	Frequency	Percent of Total Respondents
The philosophy/focus of the programme	12	36.4
The practicum	11	33.3
The faculty's community approach	9	27.3
The small size of the programme	8	24.2
Some of the faculty's community approach	7	21.2
The environment/collegial atmosphere	6	18.2
The course content	5	15.1
The academic approach/structure	5	15.1
The opportunities for collaboration	4	12.1
Peers	4	12.1
The social aspect	4	12.1
Some of the content courses	4	12.1
The skill development	3	9.1
Personal development	2	6.1
The thesis	2	6.1
The sense of community	2	6.1
The emphasis on research and evaluation	2	6.1
Liaising/networking with community people	2	6.1
Other	17	

What participants disliked about the programme. There were 68 responses categorized as follows:

Factor	Frequency	Percent of Total Respondents
Aspects of the academic approach/structure	7	21.2
The lack of community approach of some of the faculty	7	21.2
The heavy workload	6	18.2
Politics between the psychology faculty	5	15.1
Lack of attention/support to the thesis	5	15.1
Physical limitations (space and funding)	5	15.1
Some of the content courses	4	12.1
The lack of flexibility of the approach	4	12.1
The statistics course	4	12.1
Competitiveness	3	9.1
Irrelevance of the programme to the real world	3	9.1
The gaps in some content/skill areas	3	9.1
Favouritism	2	6.1
Other	10	

Usefulness of Courses: In order to facilitate the process of making changes to the curriculum, I asked respondents to rate the usefulness of the courses they had taken, in increasing their level of skill/and or knowledge of community psychology and social intervention. Results can be seen in Table 9. In addition, because the Statistics and Field Methods courses were not rated as being as useful as the other courses, I did cross-tabulations and calculated Pearson correlations to assess if there has been an improvement in later years. I singled out the mean for Field Methods for 1987 because the course was taken over by a different faculty member in 1987. Results are summarized in Table 9. The usefulness rating for Field Methods does not show a significant improvement in 1987 with the introduction of a new instructor, $t(31) = .80$, p=n.s. A Pearson correlation reveals very little relationship between year and ratings of usefulness for Field Methods, $r(31) = .08$. p=ns. Analysis of the two-time periods reveals no significant improvement in the usefulness of Statistics in the later period, $t(31) = .67$, p=n.s. A Pearson correlation shows no significant improvement in the usefulness of Statistics with the passing of time, $r(31) = -.17$, p=n.s.

Interest in a Ph.D Programme: To assess how much support there would be for the proposal of a Ph.D programme in community psychology at WLU, I asked participants to assess what level of interest they had in it and what level of interest they believed their colleagues would have. The mean rating for the graduates' interest in a Ph.D programme was 3.18, with a standard deviation of 2.14. The mean rating for what graduates' perceived to be their colleagues' interest in a Ph.D programme in community psychology at WLU was 3.31, with a standard deviation of 1.80. The frequency of responses for graduates' interest in a Ph.D programme is as follows:

Graduates' Interest in a Ph.D Programme at WLU

Response	Frequency	Percent	Cumulative Percent
very high	11	33.3	33.3
high	5	15.2	48.5
somewhat high	3	9.1	57.6
medium	5	15.2	72.7
somewhat low	3	9.1	81.8
low	2	6.1	87.9
very low	4	12.1	100.0

Table 9

Ratings of Courses' Usefulness

Course	Year	N	Mean	s.d.
Multicultural Perspectives	1981-1987	4	2.00	.81
Community Psychology	1981-1987	33	2.24	1.15
Programme Evaluation	1981-1987	33	2.30	1.16
Community Practicum	1981-1987	33	2.51	1.44
Social Intervention	1985-1987	14	2.79	1.25
Statistics	1981-1987	33	3.24	1.77
	1981-1984	19	3.42	1.68
	1985-1987	14	3.00	1.68
Field Methods	1981-1987	32	3.70	1.76
	1981-1986	28	3.89	1.85
	1987	5	3.2	1.09
Group Processes	1981-1984	15	3.80	1.93
Applied Social Psychology	1981-1985	20	3.90	1.58

Occupations of S-C Graduates: To obtain some idea of the kinds of occupations that graduates of the S-C programme enter, I asked respondents to tell me first whether upon completion of the programme they entered another educational programme or started working, and second, what programme they entered or where they started working.

Ten participants started jobs as managers or coordinators of human service agencies upon completion of the programme. The kind of agencies varied and included areas such as prevention, health promotion, and mental health. Eight participants went on to work in research related positions, which included positions in research consultation, programme evaluation, applied, and pure research. Four participants entered non-community Ph.D programmes, namely social work, clinical psychology, and developmental psychology. Four people entered Ph.D programmes in community psychology. Three graduates started direct service positions such as psychometrist and mental health specialist. Two other graduates pursued further education, one in Teacher's College and one in a Masters' Programme in Marriage and Family Therapy. One graduate has pursued a career in politics, working with a student lobby group and then as a political organizer. Finally, one graduate went on to work as a policy and initiative assistant at the Ministry of Community and Social Services.

I should note that most graduates stated having had several jobs since completion of the programme. The above information represents only the first job and thus it does not provide the entire repertoire. It does, however, give a clear indication of where graduates of the S-C programme are likely to work or what kinds of fields they are likely to pursue.

Graduates' Recommendations for Change: In order to obtain some ideas from the graduates on how the programme could improve, I asked respondents in an open-ended question to tell me how they would change some of the things they disliked about the programme. There was a variety of recommendations made by participants, with some common themes.

Seven participants (21.2%) recommended expansion of the programme curriculum. More specifically, three participants recommended the addition of a course on programme management. Other courses that were recommended included: a course on feminist issues, a course on more basic intervention, and the possibility of a directed studies course. Two participants suggested more electives, with one specifying a reading course elective so that students could each pursue their specific areas of interest. Seven participants (21.2%) recommended more structure and support for the thesis year. Restructuring of research methodology courses was also recommended by seven participants (21.2%). Specifically, three participants recommended that the methods courses and Statistics should be geared more towards skills one would use in the real world, such as computer packages that are used outside the university. Two participants suggested that the research methodology courses should be more consistent with the philosophy of community psychology as opposed to the traditional way in which they are taught. Another participant suggested that there should be more qualitative methods in statistics, and finally, one participant suggested integrating Field Methods with the rest of the courses. Three (9.1%) of the participants recommended making the general course-content more practical and concrete. Making the programme a closer-knit community physically by having offices for students and faculty closer together was recommended by three participants (9.1%). Three participants (9.1%) said that they would like to see more conscious effort to improve the fit of the faculty's actions to the philosophy and values of community psychology. Extending the time line or length of the course work was recommended by three (9.1%) participants. Two participants (6.1%) recommended that the programme should focus more rigorously on public relations. Attempts to remove barriers between G-E and S-C was recommended by two (6.1%) participants. Two (6.1%) participants recommended making the programme more professional and skills-oriented and less academic. More ongoing financial support was suggested by two (6.1%). Finally, two (6.1%) participants

recommended better scheduling of courses with more collaboration from students on this matter. Other recommendations that were made included: more contact with graduates of the programme, changing the grading system to pass or fail, expansion of faculty interests to include more diversity, and limiting the number of students coming in from the WLU undergraduate programme in psychology.

Summary and Quotations

Overall, the S-C programme appears to be meeting its outcome goals. More specifically, most graduates believe that the programme has increased their general level of employability, their preparation for employment in community settings, and has been beneficial to the jobs they have held since completion of the programme. Four of the nine graduates who have pursued doctoral-level training, however, did not agree that the programme has done a good job of preparing them for doctoral-level work.

With regards to specific skills, the programme is meeting its goals of increasing skill levels in community research, community development, including community organization and consultation, and in increasing knowledge of community psychology and social intervention theory. Graduates perceived their skills in all three areas at the time of graduating from the programme to be at least somewhat high. When I asked graduates what they believed accounted for their increases in skill and knowledge levels, most (88%) mentioned that their increases were due to the S-C programme. The increase in skills and personal and professional growth of students are exemplified by the following quotations from graduates:

> I have never in my life experienced so much growth, skill development and personal development in such a short time. I came out of the programme being very employable and having much higher self confidence.
>
> Generally, it made me a better person. I gained a lot of personal skills in addition to any kind of educational or professional type

training.

The data also indicate that there are other skills that the programme should be dealing with. More specifically, one-third of respondents said that there should be more emphasis on management, organizational and administrative skills.

In addition, the programme appears to be increasing students' understanding of the community/ecological perspective to psychological problems, and most respondents (n=26) attributed this change to the programme. To some extent, graduates are also incorporating some of the values of community psychology into their professional work.

Students are also experiencing a significant increase in levels of commitment to a model of social intervention that incorporates the concepts of empowerment, prevention, and collaboration. This increase, however, is not as large as for other outcome goals of the programme, with 19 respondents mentioning that changes in this area were due to the programme. This smaller increase might be explained partially by the fact that nine respondents said that they had not experienced as much of an increase in levels of commitment to social intervention as they could have because they came in to the programme with a relatively high level of commitment. Hence, the programme might be helping to reaffirm rather than increase commitment for some students, as exemplified by the following quotations:

> I liked the fact that the programme was very confirming in terms of my own world view. This is what I wanted to do, and I could actually be trained to do it.

> It was a very confirming experience.

Finally, in relation to outcome goals, the programme appears to be socializing students into professional roles consistent with the values and beliefs of community psychology. Specifically, graduates of the programme perceived a significant increase in their levels of identification with empowerment, prevention, and respect for diversity from the time that they entered the

programme to the time of graduation.

In relation to its process goals, the programme appears to be doing a satisfactory job in some areas, with substantial improvements in the later years of the sample (1985-1987). The results do indicate, however, areas in which there is a need for improvement.

The programme seems to be giving students a chance to engage in collaborative work with faculty and student colleagues. Opportunities for collaborative work with student colleagues has remained quite consistent throughout the 1981-1987 period, with participants rating these opportunities as somewhat high. Opportunities for collaborative work with faculty, however, appear to have improved to quite an extent in the later years (1985-1987), with graduates from this period rating the opportunities quite highly.

The psychological sense of community and the support in the learning environment in the S-C programme have improved in the later years of the sample, with participants rating both as somewhat high. Fifteen respondents specified that either the S-C faculty or some S-C faculty had contributed to the psychological sense of community. Twelve participants said that the smallness of the S-C programme had contributed to the psychological sense of community. Other significant contributors were fellow students, a need to share and unload because of high levels of stress, and the fact that there were common goals and values in the programme. Twenty participants specified that either the S-C faculty or some of the S-C faculty had contributed to a supportive learning environment. Other significant contributors included fellow students and the fact that the programme or university is small.

Some faculty members were also noted by students as a factor that reduced the psychological sense of community by not practicing the values of community psychology. Other significant factors that were said to reduce the psychological sense of community included: individual differences, high workload, competitiveness, the thesis, and politics within the

psychology department. The main factor that came up as reducing a supportive learning environment was the S-C faculty, with a greater number of respondents (n=13) specifying that it was some of the faculty and a smaller number (n=5) simply attributing it to the faculty in general. The heavy workload and competitiveness came up as other significant factors in reducing the support in the learning environment.

I have selected some quotations from the telephone interviews which reveal several graduates' feelings about these issues. Numerous students commented on how some faculty members did not foster a sense of community or a supportive learning environment:

> Some of the faculty did not have an appreciation of diversity, so practicing what they preached was not really there, wasn't convincing.
>
> I also think that some "profs" were singling out certain students for preferential treatment.
>
> The "profs" had demands for a lot of production and thus they pulled away from the students.
>
> A couple of faculty members had the opposite effect (to producing a psychological sense of community). They had an alienating effect towards students.
>
> Several faculty members seemed to have paternalistic and somewhat dictatorial, superior stands with regards to students.

Some graduates commented on how the faculty contributed to the sense of community:

> There were several very good people who contributed to it by going out of their ways to engender the values, going out of their way to empower the students, to clarify values, and would do some good things about making these connections in the community...

Other graduates had different views on how the sense of community developed:

> The small classes contributed to the psychological sense of community, but this is part of being in a graduate programme. You have a superordinate goal to get through, to survive and you share a lot. I think the psychological sense of community is in any graduate programme.

> It was the students in the group. We were from a pretty broad background, a good combination of ages and experiences. There were some good relationships that developed. Mostly we maintained a good perspective on things, and we maintained a sense of humour. If there was a psychological sense of community it was amongst the students.

Several graduates talked about the reduction of the sense of community and the support in the learning environment in the second year:

> The second year was very hard, we were left alone. This reduced the psychological sense of community.

> During the thesis, I would say that the level of support is very low. There is a lack of conceptualization during the thesis. Learning should still go on while students are doing the thesis, but nobody seems to care. There is not as much opportunity during the thesis year.

> There should have been much more time spent on the thesis in terms of being clear of what is expected and the supervision. You felt cut off and alone when doing the thesis.

Finally with respect to the process goals, participants from the later years of the sample rated the extent to which the programme was practicing what it preaches as somewhere between high and medium. Eight participants, however, rated this fit between values and practice in the somewhat low to low range. While the programme has improved in incorporating the fundamental values of community psychology into the process of training, the change is not significant. Specifically, the mean graduates' rating of the extent to which non-sexism is reflected in the programme is moderately positive. The extent to which cultural diversity is reflected in the programme was rated as slightly lower than non-sexism.

When asked to rate the need for certain changes in the programme, the need for hiring more female faculty received the highest nomination, falling between the very high to high range. It was followed by the need for more course content on racism and multiculturalism, the need to hire faculty from minority groups, and the need for more course content on feminism.

In addition to assessing how the programme is meeting its process and outcome goals, in the telephone interviews I examined other aspects of students' experiences. In general, the level of satisfaction of graduates' experiences in the programme was high. The most common factors the graduates said that they had liked about the programme were: the philosophy or focus of the programme, the practicum, the faculty's community approach, and the small size of the department. Among the most common factors graduates said that they had disliked about the programme were: aspects of the academic approach or structure, the lack of community approach of some of the faculty, the heavy workload, departmental politics, and the lack of attention to the thesis years.

The following quotes exemplify some of the general positive feelings graduates held about the programme:

> I liked the fact that it had a mission. It was a feeling course and not just nuts and bolts. I felt like I was part of a movement. I still feel this way.
>
> I liked the philosophy of the programme, the whole idea of empowerment and self-help, instead of going in as an expert to something...
>
> I liked being treated as an equal. It was a friendly environment. The other students were wonderful and the overall environment was conducive to learning and growth.

Other graduates expressed less positive feelings:

> I sometimes felt a sense of intimidation. I felt like I was expected to emulate what the faculty were preaching. I felt like there were certain values I was supposed to espouse, and I didn't always agree with them. Sometimes, I would shut up, felt that I had to be political to survive.
>
> It bothered me that there were no women faculty.
>
> It was too ethereal, not concrete enough. I had a hard time getting a handle on something concrete. It took me a long time to understand what social-community was.

Graduates rated Community Psychology as the most useful of the required courses. Next was Programme Evaluation, followed closely by the Practicum, and then Social Intervention. Statistics was rated as somewhat less useful than the other courses, but ratings of usefulness where higher for the later years of the sample. Field Methods has improved substantially in later years, but was still rated as the least useful of the courses.

Over half of the participants (57.6%) rated their interest in a Ph.D programme at WLU as somewhere in the high range, with 11 graduates saying that they had a very high interest.

Finally, a variety of recommendations for change was made. Some common themes included: expansion of the programme curriculum, more structure and support for the thesis year, and the restructuring of the research methodology courses.

Section 2 - Student Focus-Group Interviews

While interviews with graduates of the programme was seen as important, equally important was to allow students who were enrolled in the programme during 1988-1989 to express their views and comment on their experiences. So that all students would have a chance to speak and because of time-constraints, I decided to collect data from this group through a group interview format. This section briefly describes the process and format of these interviews. Subsequently, I present the issues that the students identified for discussion. Next, I highlight categories and themes that evolved from the issues that the students discussed. Finally, I present my impressions of the interviews.

Participants

Twelve of the 14 eligible students participated. Of these, six were first year and six were second year. There were 11 women, and one man, all full-time students.

Process

Data from the students were collected through the use of focus-group interviews which included a modified nominal group technique to identify the issues to be discussed. I emphasized at the beginning of each group interview that the purpose of the interview was to obtain data about the programme regarding students. I stressed that the data did not necessarily have to be about negative aspects of the programme, that this was not all that the evaluation was about, and that they could talk about positive things about the programme that they would want to see reinforced.

Identified Issues

The issues that were identified and voted as most important for discussion by the groups are as follows:

Issue	Group
Programme curriculum	1,2,3
The community psychology process	1
Communication	1
Sensitivity to social justice issues within the university	1
Gender issues	2
Marketing students' skills	2
Qualitative research skills	2
The Ph.D programme	2
Contact and support in first vs. second year	3
Group processes	3
Funding	3

Categories

As discussed previously, the information obtained from the student focus-group interviews was analyzed by sorting the data from the discussion of the selected issues into categories. I selected the categories in the following manner. Some of the categories developed out of the issues that had been identified by the students themselves. Others were selected based on a "feel right" basis and on the types of issues that arose in the graduate phone interviews. I looked for

specific properties in the data for each category, made sure that categories differed from each other, and came up with 19 categories. What follows is a discussion of the main categories which I supplement when appropriate with quotations that exemplify students' beliefs and feelings. Subsequently, I outline briefly some more minor categories and then discuss themes that emerged from the three interviews. I conclude with some reflections on the interview results.

Broader Programme Focus. One category which readily emerged was the belief amongst students that the S-C programme should have a broader focus and be more interdisciplinary in nature. There appeared to be a consensus among students that community psychology is more interdisciplinary in nature and that the programme was being unfair to the field by not moving beyond the present limited curriculum. As one student commented:

> Interdisciplinary focus is supposed to be a focus of community psychology and we are not getting it. Often we read articles promoting interdisciplinary studies, appreciation from a broader perspective, and we are getting a very narrow perspective.

Another issue that was mentioned by participants was that of elective courses. Students stated that the possibility to take electives should be built into the curriculum and that the programme would be improved if there were electives. One participant believed that the expansion of the programme would in fact improve relations between faculty and students:

> One thing that I feel that I have missed out on is that I feel like I am stuck in this little community room and I can't go anywhere else. We really should be taking other courses. There are faculty in Social Work who really should be involved, and other departments. Maybe a lot of this grumbling is that we feel like we are stuck with a limited number of faculty. Maybe if it was extended a little bit.

Students also believed that within the present structure it was very difficult for a student to take extra courses beyond the required curriculum. Lack of encouragement and bureaucracy appeared to be barriers to taking other courses. If the S-C programme were to expand its

curriculum, however, a few students did mention that there would have to be room. That is, the course load at the time was believed to be heavy enough. In addition, it should be noted that one student mentioned that community psychology theory was addressed through all aspects of the programme, and that this focus should not be lost through an interdisciplinary approach.

Statistics Course. The statistics course came up in two of the group interviews. The general feeling was one of dissatisfaction with the course in the way it is presently being taught. The five students who participated in the discussions on the statistics course recommended that the course should include more. They stated that community psychology students would be going out into the real world after graduation and that the real world would be demanding more statistics. As one student stated:

> The reality is that when you go out to work you are expected to have that kind of knowledge, and I guess I am a little scared that I am going to get out there and not know what is going on.

The Practicum Course. The practicum course was discussed in all three of the student group interviews. The general belief seemed to be that the practicum experiences were variable, with some students having much richer experiences than others. With regard to the actual practicum class time, several students believed that it was not integrated adequately with the other courses, and that there should be an intensification of the course by making more use of actual class time. As stated by three students:

> The practicum course is not tied in. It could be tied in a lot more to the other courses that we are taking at the same time. The course could be made more intense, instead of the very informal class that it was.

> It was very much geared to our practicum placements and not necessarily tied to the courses. Looking back, I think that we could have done a lot more with the time in the practicum, and it still could have remained a low stress course.

> The practicum course touched on a lot of relevant skills, but it basically reinforced for me how little I know, and how I lack in

certain skills, group dynamics.

Group Processes. One group talked about the need for a course on group processes. The general belief was that even though there was encouragement to work in groups, there needed to be more skill development in this area. Some suggestions were: a course on group processes, direct skills taught about groups, and group practicum projects. The rationale for the need for more work in this area was made very clear by one student:

> Community psychology states that we are supposed to work together with people in groups. We are all, however, used to doing things individually, for the most part, so we have trouble when we get together and do things in groups to do things cooperatively and collaboratively. We need more training in that.

Contact and Support. Discussion on experiences with contact and support throughout the process of training came up quite extensively in two of the groups. There seemed to be a general consensus that support varied greatly from first to second year. In first year, support is adequate according to one student:

> In the first year there was a lot of peer support, and also I found the faculty were supportive in most cases.

In second year, however, several students mentioned that the support dropped greatly and was not adequate, as manifested clearly by one students' comments:

> For me, the big thing right now is feeling very disjointed from the programme, and from people, from faculty. You're working on your research on your own. There should be more tying the two years in together. A class maybe, informal not evaluated, to keep you connected with your peers and abreast of what is going on in community psychology.

Another issue about contact and support that was mentioned was the belief that there is not adequate continuity between first and second-year students in terms of sharing information. This lack of continuity was said to be partly due to the fact that quite often first and second year students are physically separate, with the second years not attending classes and doing most of

their work at the graduate student offices. One student suggested having formalized student meetings to help overcome this problem.

The Community Psychology Approach in the Process of Training. All three groups talked about how the programme was incorporating the fundamental values of community psychology into the process of training. While it was briefly mentioned by one student that there was some attempt at practicing what is preached, the greater part of the conversations focused on areas where there needs to be improvement.

There seemed to be a general belief that there is inconsistency in how supportive faculty are and in how they practice what they preach. One student explained that the reality is that there is not that much time for support with the faculty being so busy.

A lot of attention was focused by one group on the grading system. Several individuals perceived that they had experienced unfairness and inequities with grades. They suggested that there should be more of a community approach to the grading system, with a committee put in place for reassessing grades if there was unfairness perceived with regards to a specific grade. They also suggested that students should be involved in this committee, along with rotating faculty members.

G-E/S-C Relations. A final category which I believe is important to discuss, is that of conflict between the S-C and G-E programmes. Two groups talked about what they perceived were inadequacies in the interactions between the two psychology programmes. Students said that they would like to see more interaction between the S-C and G-E groups and that it was up to the faculty to initiate this. There was a belief expressed that to a large extent the wall between G-E and S-C originates between S-C faculty and G-E faculty. Some mention was also made of the fact that there was a certain amount of defensiveness associated with the S-C programme. The following quotes exemplify some of the feelings and beliefs that students expressed about

G-E/S-C relations:

> This is a department of psychology, regardless of what two programmes there are.
>
> I think that we end up being defensive about our programme. The language that we use... I feel that I have to defend our qualitative approach... I don't know where this stems from. It seems to have been there from the first day.
>
> For me, I see obvious differences between G-E and S-C faculty, interests, etc... We have to transcend that. Why keep up the childish games that go on between the two groups?
>
> I think that it is also a respect thing. I'm sure that G-E does not respect what community psychology is all about. Talk about diversity, if everybody is in their own camp, and doesn't see any strengths in the other group, then...

Other Categories. There are other smaller categories that I will mention briefly because I believe that they are important, even though they were not talked about to a large extent in the interviews.

One group talked about gender issues, expressing a concern about the lack of female faculty. As one student mentioned:

> I can't believe that it is just coincidence that there are no women. I hate to say it, but I just wonder if there are some underlying attitudes that are interfering with it. I really don't think that they have an understanding. It's not a very empowering feeling, even though numbers-wise there are more women than men.

Another group talked about a need for more student involvement and initiative. They stated that it was very important that as students they sit down and address issues on their own, and that the faculty should encourage this. They also expressed that it was very important that students become more actively involved in other students' projects and practica.

One student talked about and others in the group agreed that as students in a new field like Community Psychology, the faculty should be spending some time teaching students how to present themselves out in the community so that they are marketable. As she stated:

> In terms of marketable skills what I meant is that the faculty should work with students around career development, and how you market your skills when you are looking for work. I still find it hard to articulate what it is I am all about supposedly as a community psychologist. In terms of an identity, I'm struggling with it.

Finally, one group talked about how some of the course work was repetitive for students who came into the M.A. programme from the undergraduate programme in psychology at WLU. Specifically, it was mentioned that Social Intervention and Community Psychology covered much of what had been done in the undergraduate courses and many of the readings were repetitive. The students claimed to be "bored" and "unchallenged" by having to cover the material a second time. The possibility of doing a reading course rather than Community Psychology or Social Intervention was suggested as a possible solution to the problem.

Themes

When reading through the various categories that summarized the data of the student group interviews, there were several themes that readily emerged. These themes were seen across different categories and topic areas. I coded the main themes as: the power imbalance between the faculty and students, the lack of a community approach, and limitations of the curriculum.

Power Imbalance between Faculty and Students. The data reveal a feeling of powerlessness amongst students, particularly in regard to their relationships with faculty, but also in relationship to the university. This theme stood out clearly in several categories, but especially in regards to the grading system. The following quotes elucidate the feeling of powerlessness:

> It is the prof who has the power, and it is fine and dandy for them to sit back in their offices and say you guys go out there and do something about it, but what can we do, nothing. Without the active support of the faculty, there is nothing.
>
> It was frustrating. What could we do, nothing.
>
> And we had no power to do anything.

> I don't think that individual faculty are being dealt with. I think that it goes back to the power relationship.
>
> This university does not support its graduate students, we are invisible.

Lack of a Community Approach. A second theme that came out across several categories was a belief that the programme was not practicing what it preaches as well as it could. This theme can be seen in students' feelings about lack of support at times, lack of support for the thesis year, some intolerance for diversity as seen in the conversation about G-E/S-C interactions, as well as some mention that was made of lack of respect for different learning styles, problems with the grading system, and the fact that there are no women faculty. As one student mentioned:

> I think that in some courses community psychology was being practiced, as well as preached, but I think that in others it is not. Overall, there is room for a lot of improvement.

Curriculum Limitations. Throughout the interviews, I observed a belief amongst students that there were limitations in the curriculum of the S-C programme that should be dealt with. In addition to expressing several concerns with the Practicum, Statistics, and Social Intervention courses, students also mentioned that the curriculum was too limited in its present form. Recommendations included more of an interdisciplinary approach, the possibility of reading courses, more skill development, as well as better use of time so as to incorporate more electives. Students also made mention various times throughout the interviews of how courses should be better integrated than they presently are.

Summary and Impressions

The student focus-group interviews had a negative undertone to them. Students seemed discontent with various aspects of the programme and stated these clearly. There was a feeling of injustice, of a power imbalance, and of a lack of a community approach. There was also some dissatisfaction with the curriculum. The students also offered many recommendations for change.

While there were several instances of positive statements, these were very limited and were overpowered by statements of frustration and conversations about areas in which the programme could be improved. I stated at the beginning of each interview that some of the issues that they chose to discuss could be positive things, but participants seemed to disregard this.

My impressions about the negative undertone were that, first, the term "issue" connotes a problem area. That is, in asking students to identify issues what might have been understood is that they identify problems. Second, students were being given the time to air their frustrations and that is what they were going to do. In fact, some of the students thanked me for giving them the chance to talk about some of their issues or problems. I also observed a pattern of more dissatisfaction among 1989 students than the 1988 year. The 1989 students seemed angrier and were more likely to make extreme negative criticisms. They did, however, have more examples of injustices in their year and were also closer to the programme since they were still doing course work. When it came to talking about support for the thesis, however, the 1988 students seemed just as frustrated.

Section 3 - Students Who Withdrew from the Programme

Programme statistics show that between 1981 to 1987, 13 students withdrew from the programme before completion (see Table 1). In view of this fact, the Evaluation Committee and I decided that it would be important to collect some information from this group.

I sent a revised version of the telephone questionnaire that was used with graduates of the programme to 11 students who had withdrawn from the S-C programme before completion. Current addresses were difficult to track and as a result the response rate was poor, and follow-up was difficult. Three questionnaires were returned completed. Two were returned by the postal service due to incorrect addresses, and a follow-up call revealed that one participant had sent the questionnaire back, but I never received it. In addition to the returned questionnaires, I examined

the files of students who had withdrawn from the programme as well as departmental information on withdrawal dates.

The following section is a brief description of the data collected from this group. The small number of completed questionnaires made it difficult to analyze results or to make any general conclusions about the students who withdrew. Accordingly, I will present only observations on some of the answers and the departmental information.

Description of Participants

Two of the three participants who completed the questionnaire enrolled in the programme in 1984, and the third in 1981. All three participants are women and withdrew from the programme while in the thesis stage. Presently, one of the participants is in law school, one is working as a project coordinator in a community programme, and one is presently back in the S-C programme to complete her thesis. All three participants were students before entering the programme.

Observations on Withdrawal

Statistics on completion and withdrawal from the programme reveal some interesting things (see Table 1). First, the withdrawal rate has decreased in the last few years, with no withdrawals in 1985 and 1987. One can also conclude at this point that there will be no withdrawals among students who entered in 1988. A second observation is that students have been taking less time to complete the programme in the last few years. Finally, all but three students who withdrew did so after course work and during the thesis part of the programme.

Between 1981 and 1987, there was a total of 52 students admitted to the programme. Of these, 39 completed and 13 withdrew from the programme. The total withdrawal rate is 25%.

Observations on Experiences in the Programme

Of the three students who completed the questionnaire, two agreed and one disagreed that the programme had been useful in increasing their general level of employability. One participant agreed, one somewhat agreed, and one somewhat disagreed, that the programme had prepared them well to work in community settings. All three participants agreed to some extent that the programme had been beneficial to the jobs they had held since leaving the programme. Two respondents made positive statements about the programme, including the following: the support from the faculty, learning about oneself, special needs being met, and the S-C theoretical orientation. The person who made the very negative comments did state that she believed the programme had the potential to be a really good one, but for some reason while she was enrolled it was not very good. She also stated that the programme had had a positive influence on the way she would work in her chosen career.

Some of the comments about dissatisfaction with the programme included: lack of encouragement, direction, and structure regarding the thesis project, lack of counseling training, individual agendas, competitiveness, and too much to do at once.

Section 4 - Interviews with Faculty

The following section presents an analysis of the interviews that I conducted with the faculty of the S-C programme. The interviews were highly structured and involved the use of an interview guide (see Appendix D). To provide a simplified, yet comprehensive understanding of the faculty's experiences and thoughts I will present descriptive results for each question including some quotes and frequencies of responses for each question. Finally, I will briefly comment on general themes which cut across questions and patterns that emerged across faculty members.

Faculty Profile

I interviewed all faculty members who are presently involved in the S-C programme, eight men and one woman. Three of the faculty members are exclusively part of the S-C programme, four have cross-appointments with the Experimental Psychology M.A. programme, one is an adjunct faculty member, and one has minimal involvement overall, but is still officially part of the programme. The faculty complement has grown and developed over the past 20 years. One of the early co-founders of the programme has been involved with the psychology department since 1971. The remaining faculty members joined the programme in the following time order: 1979, two in 1980, 1983, 1984, 1985, 1986, and 1989. The faculty make up a diverse group in terms of training background. One faculty member was trained in a community psychology model in the 1960's and was on "the ground floor of initiating community psychology". Two faculty members were trained in clinical psychology, but with a strong community mental health perspective. One was trained in clinical and applied psychology. Three were trained in social psychology, one of them with a cross-cultural orientation. Finally, one faculty member was trained in developmental psychology and one in psychometrics and statistics.

Programme Goals

In order to gather information on the goals and the effectiveness of the programme in meeting these goals I asked the faculty several questions.

The Most Important Goal. I first asked the faculty what they believed to be the most important goal of the programme. Five of the nine members of the faculty seemed to agree that the programme had two main goals: to change people's perspectives from an individual-focused one to the ideological perspective of community psychology as outlined earlier, combined with giving them the skills to intervene and practice community ideology. Two faculty members stated that the main goal is to give students the ideological perspective of community. Finally two

people said that the most important goal of the programme is to train students to either pursue Ph.D level training or to seek jobs in the community.

Effectiveness of the Programme. To assess the faculty's perspective on how effective the programme is in meeting its goals, I asked them what they believed the programme did for students and subsequently how effective they believed it was in training students. Most of the faculty stated that students were leaving with a theoretical model by which to work as well as skills by which to practice that model. In addition, five of the faculty stated that students were leaving with experience, and as one faculty member said: "experiences that allow them to understand that our model is a successful one, is a very viable one."

In general, the faculty stated that the programme was doing a good job of training students. One faculty member said that in the past year he had had a chance to meet people "that do community psychology education across North America, and that in comparison, the WLU programme does an incredibly good job".

Most of the faculty did express, however, that there was some room for improvement. Some expressed that the program is not as "broad or as explicit as it should be" and that "we are not doing our job as well as we could". Several of the faculty commented that there was a need to increase the breadth of issues to incorporate more on multiculturalism, on environmental issues, and on women's issues. Other things that were mentioned by individual faculty members were: more on questionnaire design, developmental issues, a lack of attention to community ethics, a need to present different perspectives or models of intervening, and a need to look at media influences.

Three members of the faculty mentioned that the programme needs to do a better job in skill development. One faculty member stated that the programme has too many methods courses. Two people pointed out that the programme has in fact improved and that presently it

was doing a better job of meeting its goals and training students than it had in the past. Finally, it is important to note that two people mentioned that the programme tries to do too much, with one adding that if the programme were to make changes it would have to prioritize as to what needed to be added because there was already too much content.

Practicing What is Preached

To assess if the faculty perceived the programme to be meeting its process goals, I asked them about their perceptions with regards to how the programme is or is not practicing what it preaches. Generally, faculty members perceive the programme to be doing a relatively good job in the process of training. Specifically, three faculty members mentioned that there is quite a bit of student involvement, and several stated that the programme does pay attention to student concerns. A couple of people mentioned that faculty members did practice what they preached by being good role models with their community work. Several people stated that the programme was constantly trying to improve itself. One faculty member stated that the programme was quite democratic. Finally, most of the faculty believe that there is a fair amount of collaboration on projects between students and the faculty and among the faculty.

Most of the faculty, however, did state some limitations in the process of training. As one person said:

> I think that we get stuck in the same kinds of unhealthy orientations that the broader milieu has, and it's a cultural problem. The force of that culture is very powerful and going beyond that is not an easy matter... I think that the programme struggles with it.

The faculty provided some concrete examples of some of the limitations in the process of training. The lack of female faculty role models was mentioned at some point in quite a few of the interviews. A traditional academic and grading system was mentioned in two of the interviews. Two people stated that there was not enough informal interaction and enough time to

process and interact with each other. A lack of positive interaction with the secretaries was mentioned by one person. In addition, two members of the faculty mentioned an observation of tensions around a power imbalance. One of them implied that perhaps the faculty could do a better job of avoiding power imbalances:

> We are doing as good a job as any other applied psychology programme which are comprised of human beings who don't know how to use power wisely and who rationalize the power relationships between themselves and students.

Community Needs

To collect some information for objective four of the evaluation which states: "To identify possible future needs of the community to be met by the programme curriculum", I asked the faculty how well they believed the programme pays attention to community needs in designing its curriculum and subsequently what issues they believed the programme might be neglecting.

An initial response from some of the faculty to these questions was that the programme does not have to address all community needs. There are so many needs and issues which are changing all the time, and since the programme is small, it would be very difficult to incorporate material on all the needs of the community. The following quotations reflect these beliefs:

> I don't know if the curriculum ought to be shaped in large measure by particular, specific community needs, because particular specific needs in this region are shaped by the fact that they arise in a particular context in a given time in human history. What we try to do in the community psychology course is raise people's awareness about a range of issues that transcend a particular point in time, and look at longer range trends.

> There are so many needs, it can't address everything.

Most of the faculty, however, did mention some neglected issues or areas for expansion. In fact, a couple of faculty members expressed quite strong feelings about the neglect they perceived. Environmental issues were mentioned by most as a potential area of expansion. Multicultural

issues were mentioned by various people. Women's issues were mentioned by three people and the elderly was mentioned by three. Other issues that were stated as neglected are: community economics, health, adolescents, the criminal justice system, and issues related to conflict and violence. Once again, there was caution expressed by one faculty member against the programme trying to add or change too much too quickly and in maintaining the students' freedom to choose their areas of interest:

> We have to keep in mind, however, that we are a very small programme, five or six students a year, half a dozen faculty. But, I think that we could establish some directions to grow and develop in, if we do it in a kind of reasonable way, and gradually expand to areas we should be dealing with. Another constraint is that it is a voluntary kind of system and people are interested in what they are interested in working. We can't say well you are going to be interested in this.

In addition, there was some mention of the fact that the programme is beginning to address broader community needs and that issues such as the environment and community economics were starting to become a larger part of the curriculum.

Student Satisfaction and Quality of Life

One objective in interviewing the faculty was to obtain some information on their perceptions of student satisfaction and student issues. I thought that this information would complement what the students and graduates had to say by providing an idea of how conscious the faculty were of student issues.

In general, faculty perceive students to be fairly satisfied. There was some mention of the fact that student satisfaction has been improving in the last couple of years. Several of the faculty also stated that in comparison to other graduate programmes, students in the S-C programme experience a lot of satisfaction. A few people explained that satisfaction is also a function of year, with some years experiencing much more dissatisfaction than other years.

Most faculty agreed, however, that there was some dissatisfaction amongst students. Two of the faculty stated that it was the faculty's responsibility to do more to address this problem.

Concerns for Students. I asked the faculty what they perceived to be the main concerns for students. Three people stated that there was too much content and requirements in the programme. Two faculty members stated that competitiveness was a major issue. Two stated the lack of female role models. Grading was also mentioned as a perceived concern for students by two people. Other concerns that were perceived by the faculty included: the lack of clear procedures on how to deal with conflicts with the faculty, lack of training in consultation, the lack of time-availability of some faculty, power issues with faculty, and practical things such as space and funding. Several faculty members also stated that the issues varied from year to year.

The Faculty's Quality of Life

One of my main objectives in interviewing the faculty was to obtain some information on their quality of life. It was clear to me that a good educational programme depended on the quality of life for all participants involved, not only students. To collect this information, I asked the faculty to comment on their satisfaction/dissatisfaction with their involvement in the S-C programme and subsequently what they believed were some of the problems for the faculty.

Satisfaction. All except for one member of the faculty expressed feeling quite satisfied with the programme. A couple of people stated that in their view this was probably one of the healthiest environments that one would find in a department of psychology. The following quotes exemplify some of the feelings of satisfaction:

> Overall I am quite pleased. I enjoy my colleagues. I do feel a sense of community and fellowship. I love my job. I can't think of anything I'd rather be doing.

> I am highly satisfied with my involvement in this programme. The programme is what I like doing and I get the chance to do what I want to do. I have a lot of freedom to do what I want to

> do, I have supportive colleagues, I have students who are interested in the kinds of things that I am interested in.
>
> Over the years it has been really positive. I have been involved with several graduate programmes in psychology and I could honestly say from my point of view that this is the healthiest from the point of view of both students and faculty that I have associated with. Even though people have their negative feelings, my experience is that it has to be related to how fully destructive some departments of psychology can be on students and faculty. And we are not a destructive group at all. I have been really excited about that.
>
> Especially when I look comparatively at other universities, our problems and hassles are relatively minor compared to others. I couldn't ask for much more in the environment. Yes, I could look at the gender relations problem, the lack of aesthetics, and other things like that that we have to deal with. But notwithstanding those typical organization hassles, generally speaking I feel very satisfied with my work environment.

The Problems for the Faculty. In regards to some of the problems for the faculty, most people stated that time or work overload was a major area of concern. Several members of the faculty commented on the fact that there was not enough appreciation of community work and the time that it took to do community work. Most of the faculty also perceived space to be a central issue. Some mentioned that there was not enough space, but mostly the problem was that the programme was too scattered and that it would be nice to have the faculty and students closer together. A problem for one faculty member was a feeling of not fitting in with the rest of the faculty.

Identification with the S-C Programme

I thought that it would be important to obtain some idea of how much the faculty identify with the S-C programme as well as in what ways they perceive it as being unique, or what they believe that they gain from it that they would not gain from other psychology programmes. In my view this information had three purposes: first, to gain a better understanding of the faculty's level

of satisfaction; second, to gain an understanding of how the S-C programme is or is not unique relative to other psychology programmes; and third, to obtain more information on existing resources (I regard dedicated faculty with a strong identification as a rich resource for the programme.).

The majority of the faculty stated that they identified with the S-C programme. The level of identification varied, however, with those faculty members who are solely associated with the S-C programme in general, feeling the highest level of identification. There were some exceptions, however, with at least two faculty members who have dual responsibilities between G-E and S-C strongly identifying with the community philosophy.

Most of the faculty also stated that there were some things that they gained from the S-C programme that they could not get in other psychology programmes. Most of the answers centred around things related to community psychology's value base. Some of the answers were:

> Identity, a place, a niche, social support, affection, acceptance.
>
> Support and stimulation from like-minded faculty and students.
>
> The opportunity to do more applied types of things.
>
> What I get from this programme is affirmation of a value perspective.
>
> The value base.
>
> I think that there is a real freedom to be involved in a lot of different things that you might not feel in other areas.

The Broader Context

As a proponent of the ecological perspective, I believe that we can not look at the S-C programme solely as a separate entity. The S-C programme is part of a psychology department of which another M.A. programme in general-experimental psychology is also a part. The department of psychology in turn is part of a university. Looking at this broader context is

necessary since the S-C programme is interrelated with the G-E programme, the psychology department, and the university, who directly influence it. To acquire some information on the broader context, I first asked the faculty how they believed the G-E programme affects the S-C programme and subsequently how the university structure, rules, and regulations affect S-C.

The G-E Programme. Several S-C faculty members mentioned that the G-E programme had affected them much more in the past than it did now. They stated that since S-C has evolved and is now stronger, it is not affected as much by G-E. Several S-C faculty did mention, however, that they were affected in that there was competition between the two programmes for limited resources. In the case of hiring, two people said that S-C is at a disadvantage because when it is time to vote on new appointments, G-E outnumber S-C and thus are successful in obtaining their added resources.

There was some mention of underlying conflicts between S-C and G-E that have subsided to a large extent in the last few years, but that continue to exist. A couple of people commented on this conflict with acceptance. As expressed by one faculty member:

> I think that for a long time there has been an overt or latent conflict between the two programmes and I think that those conflicts have never really been adequately resolved. I think they have either been more or less at times rather overt but at other times more quiescent, but I think that there is an undercurrent of discord. I've never been really involved. I think that it is a long historic thing that people who have been involved in experimental psychology have felt superior to people who are involved in applied psychology, and I think that it has a long history that has never been resolved in psychology as a whole, and it continues in other places as well, and it has never been addressed in terms of giving status and legitimacy to real (applied) psychology.

A second faculty member expressed similar feelings and ideas:

> I think that it is naive to believe that there could be any collaboration or effective cooperation between the two divisions. It is naive because the history of psychology is one of two solitudes. Psychology is constructed of two streams. There are

> data on personality and values of the two groups that show overwhelming differences between heavy experimental and applied.

Most of the faculty, however, expressed some dissatisfaction with the fact that the two psychology programmes are very polarized. They stated that they would like to see the two programmes collaborate more. The following quotes exemplify some of these beliefs and feelings:

> I would like for us to develop some compatibility in the pursuit of knowledge even though our perspectives in that are very different.

> I don't think the G-E programme and the S-C programme get along as well as they should. We have taught our graduate students and ourselves to respect diversity, but there is a lot of name calling that goes on in this department, by both S-C and G-E people, and by both faculty and students. And so I think we need to do some constructive work around appreciating different approaches to psychology, and not believing that we have the answer. That is really myopic. Nor do the G-E people. Our colloquium programmes, the training that we give, all of that encourages lack of respect. That is one answer to the question, the other answer is that I think that the S-C people feel somewhat under siege at times because our orientation is so different from the rest of psychology, that we often feel like we have to defend what we do. I think this is perhaps less true of faculty, than it might be of the students.

> There could be more sharing of resources, and we could have more of a community as a total department. I think that there is some sharing of ideas that goes on with people that we could have.

The University. All of the faculty agreed that there was definitely an effect of the university on the S-C programme. Several people mentioned that the university restricted the programme from growing and from doing some of the things it might want to do around course structure and grades. Several people also mentioned that there was no appreciation or recognition by the university of the community work that the faculty are involved in and that community work is not considered for promotion or tenure. One person expressed the belief that the intellectual climate

of the university was bad and that this affected S-C. Finally, institutionalized sexism within the university was said to have an influence on the fact that the programme has only one women faculty.

A Ph.D Programme

Considering the S-C programme' recent discussions and plans to submit a proposal for doctoral-level training, I thought that it would be helpful to collect some information during the interviews regarding the faculty's views about a potential Ph.D programme. To do this, I asked the faculty how they perceived the Ph.D would affect the present M.A. and subsequently what they perceived the benefits and risks of a Ph.D programme to be.

In general, the faculty believe that a Ph.D would strengthen the M.A.. There was a variety of statements made to stress the positive effects of a Ph.D programme on an M.A. These included: doctoral-level training would attract more students, it would give more visibility to the M.A. programme, it would broaden the course offerings in the M.A., it would stretch out some of the learning experiences, there would be less pressure for M.A. students to do large theses, and it would strengthen the faculty.

There was some mention, however, of some possible adverse effects. Two faculty members stated that, if there were not sufficient resources, it could be detrimental to the M.A. since these resources, in particular the faculty, would have to be shared with the Ph.D programme. One faculty member expressed his fear that the M.A. students might become second-class citizens with the introduction of a Ph.D. Finally, another faculty member stated that the tendency would be to put more energy into the doctoral-level and that this would negatively affect the M.A. programme.

Themes, Patterns, and Impressions

As previously stated, one of the important objectives in interviewing the faculty was to stimulate some thought about their involvement with S-C and the current strengths and weaknesses of the programme. I wanted to initiate a process for change, to bring an awareness to the programme. I strongly believe that this objective was met since one general theme that I observed in conducting the interviews was the eagerness of the faculty to participate and the intense reflection that went on. In other words, I believe that the interview process started the faculty thinking about issues that they had neglected for a while. The following quotes exemplify this:

> It's interesting to go back and think about it. Interesting to reflect on my identity, my involvement.
>
> It was good to have the opportunity to formulate in my mind my beliefs about the programme, because I don't think I've ever really done that.
>
> I think that it was a really good interview. You asked some really good questions that made me think about some of the important values and issues, and I thought that it was fun.

These quotes reflect the fact that the interviews were bringing the faculty's awareness to issues that had been neglected, and thus also reflect, I believe, the beginning of a mental preparation for change.

A common theme that appeared across most of the interviews was that of a high level of faculty satisfaction with their involvement in the S-C programme. A pattern did emerge, however, showing that in general those people who were solely involved with the S-C programme expressed more intense positive statements about their involvement in the programme, statements such as "there is nowhere I'd rather be." Further, their level of identification with the S-C programme tended to be higher than faculty with cross-appointments. In general, those faculty members with cross-appointments in G-E and S-C were happy with their involvement in the S-C

programme, and most stated that they liked having cross-appointments because it gave them exposure to diverse research areas and a new way of thinking. There was some mention, however, of the fact that having cross-appointments often meant extra workload.

Another theme that cut across most of the interviews was that of an openness to change and an eagerness to know what the students' concerns were and what the evaluation would find. When I asked the faculty, however, what they perceived other faculty members felt about the evaluation, the most common reply was that they did not know, because they had not spoken to anybody about it or it had not been mentioned to them by anybody. Thus, while it appears that people were supportive of the evaluation, there was not much discussion about it within the programme.

Another major theme that cut across most interviews was that of the faculty being overworked. All faculty members stated this as a problem, and the issue came up at other times during some of the interviews. A reduction in course load was expressed by some people as a solution, because it would allow more time for thesis supervision, research, and community work.

A final point worth mentioning is that most of the faculty stated that they believed the programme was quite democratic in nature. While, many people mentioned that they would like to see a lot of things change and improve, there was a recognition that the faculty and students of the S-C programme were better off than people in other psychology programmes.

Section 5 - The Departmental Context

In addition to interviews with the major stakeholder groups (faculty, students, and graduates), the Evaluation Committee and I agreed that there were three other individuals who should be interviewed, namely the Graduate Secretary, the Chair of the psychology department, and the Field Placement Supervisor. Because these people are involved in the S-C programme, the Evaluation Committee agreed that it was important to give them a chance to have their point

of view represented for two reasons: 1) excluding them from the evaluation could have been disempowering for them; and 2) they could provide rich and insightful information from a different perspective, other than that of the major stakeholders.

The interviews with this group were structured and I utilized a different interview guide with each of the three participants. (See Appendices D, E and F. Note that for the interview with the Field Placement Supervisor, I used the same interview guide that I used with the faculty.) In essence, each participant was interviewed with a different set of questions in mind and thus I obtained three distinct bodies of information. When looked at as a whole, however, there are some overlap and common themes that emerge.

I begin the following section with a profile of the three participants' relationship to and involvement with the S-C programme. Subsequently I present an analysis of some of the highlights of these three interviews. I have categorized the data according to salient themes or issues. Some of these issues were only mentioned by one participant, while others were themes that cut across more than one of the interviews. I should note at this point that, because of the limited number of participants and the fact that each offered a different perspective, the issue of confidentiality was of major concern in presenting this section. To resolve this problem, before submitting this section to my advisor, it was approved by the three participants.

Description of Participants as Related to the S-C Programme

As mentioned previously, three were there people interviewed who did not fit into the category of the major stakeholder groups but who have a distinct relationship to the S-C programme. The first person, the Field Placement Supervisor, herein after referred to as the Coordinator, provided some rich and insightful information due to his longstanding relationship with the S-C programme. The Coordinator completed an M.A. in Psychology at WLU in the early 1970's. He was involved in the early beginnings of the S-C programme and in fact attended the

first course in community psychology which initiated the creation of the programme. In 1976, he took on the position of Field Placement Supervisor and stayed for two years. In 1981, he took on the job once again, and has been with the department ever since. The Coordinator has thus been involved with the S-C programme in various roles and capacities. While his appointment is with the psychology department as a whole, he has distinct links to the S-C programme because of his sense of identification with it, his links to the community, and his contact with the S-C students who work with him as T.A.s supervising undergraduate field placements.

The Graduate Secretary works for the two graduate programmes and has contact with both the faculty and students of both programmes. She has been with the psychology department since 1987.

The Chair of the psychology department has been with the department for over 16 years. He was originally a member of the group that helped initiate the S-C programme. His involvement with the S-C programme lasted several years until he became more involved with the experimental programme. His involvement with S-C has included various roles: G-E director for a year or two in the late 1970's, Chair of the department for five years, and involvement on one S-C thesis committee.

Limited Resources

One theme that emerged across all three interviews was that of insufficient resources within the psychology department. Space was mentioned as one issue which affects students, faculty, and the secretaries. The faculty's workload was also mentioned as a major issue for the programme. This workload leaves little time for other necessary things such as fostering a sense of community. The heavy workload was said to be caused by the enormous demands of the system including course load, research demands, and committee demands. The Chair of the department expressed concern that the present workload for graduate faculty is too heavy and that

faculty members who are involved in research and graduate training should have a course load of no more than two full courses.

Two participants stated that the issues of inadequate space and excessive workload are not unique to the S-C programme or to the psychology department, but are a general problem in the university as a whole.

The Students' Experience

All three interviews included some comments on students' experiences in the S-C programme. In particular, the Graduate Secretary and the Coordinator offered some useful information in this category. Some problems or concerns that the Graduate Secretary had heard about from students included: scattered space, the lack of psychology professor representation at convocation, and a lack of knowledge about what decisions are made and what goes on in the psychology department. She did state, however, that overall, there was "nothing too negative".

Because of his close contact with the S-C students, the Coordinator was able to comment extensively on their experiences and issues. He stated that the issues for students vary from year to year, and that in general students are quite satisfied with the content they acquire through the programme. Some of the main issues or concerns for students that the Coordinator was aware of included: a low sense of community in the programme, insufficient support as students, work overload, and anxieties about the statistics course. In addition he stated that students would like more practical experience, and "more around the applicability of what they are learning to how it relates to getting a job". Finally, the Coordinator believes that competition is a recurring problem for students. He commented on the complexity of this problem and the relevant helplessness the S-C programme might face in trying to offset it:

> The way it goes is that people have spent three or four years of their undergraduate degree competing to be able to qualify to come here. If people want to go on and do further graduate

> school, this remains true, or if they want to get the second-year scholarship. So all this is built in outside of anything that happens here. It is all strongly competition based. What this programme will need to be able to do that, (eliminate competition) will not be to just not foster competition, but there will have to be some very powerful, strong structures to offset the automatic competition that is built into the system.

S-C / G-E Relations

All three participants made mention of underlying tensions between the two psychology programmes. In general, the belief is that the two programmes do not get along as well as the participants would like them to. The Coordinator talked about the history of the conflict:

> The creation of the programme started as a course, but started with incredible energy, and it did form a very strong learning community. It had a huge impact on people, and then when it started as a programme, the department became a terrible place. The department went to war, a lot of back stabbing, a lot of vicious ugly stuff (went on). I think that it was very much because people saw that there were limited resources available and were really in competition for these. Over the past ten years this has mellowed incredibly. There is much more respect for making space for the other members of the department and the department has matured...

Thus it appears that things have improved, but concerns about G-E/S-C relations remain. The Graduate Secretary when asked about tensions or areas of concern in the S-C programme responded with the following observation:

> As far as tension goes, I have always sensed the most tension to be between the two programmes. I think this is getting a lot better. I have always had a hard time with this. It is incredible how some students by the end of the first year do not know who some of their fellow graduate students are.

The Chair echoed others' views of polarization between the two programmes. He talked about the history of the hostility between the two programmes, of how the S-C programme was not well respected by everyone in the past, but stated that things have changed in the last ten years. There seems now to be a positive atmosphere with mutual respect for the scholarly pursuits

of colleagues. However, the Chair continues to believe that the programmes do not interact as much as they could. While they represent distinct sub-areas of psychology, they are still a part of a department of psychology where some colloquia could be shared and there could be some attempt at overlap in some courses, as for example a shared statistics or social psychology course.

The Sense of Community

While community psychology advocates for a sense of community, once again sources from the departmental context expressed some views indicating that perhaps the sense of community in the S-C programme is not as high as it should be. One respondent stated that creating a sense of community was a low priority in the programme, but for understandable reasons:

> In terms of creating a sense of community that includes the students, to a degree there is a real hurdle for that, and that is that people aren't around for very long. I think a lot of faculty if they are trying to develop a real caring and supportive sense of community, it is really threatening to do that once again each year. You do, start to care, and students leave, you do it, start to care,... That part of the process, plus the amount of work, automatically builds in a certain amount of distance.

Another barrier to a sense of community which was said to be inherent in the whole university structure is the lack of respect for secretaries:

> I still feel sometimes a lack of respect for the secretarial type of job even though I try to understand where everybody is coming from. The hierarchical system can be very intimidating and demeaning at times. I look at myself and say that not everybody could have high level jobs in the university. I think that everybody is important in what they do. Everybody works together to get things done. I think that there is a little bit of this (hierarchical system) in the university...

Improvements in the S-C Programme

One theme that readily emerged across all three interviews was a belief that things are

getting better in the S-C programme and that there is an increasingly better fit between the programme and its goals. As mentioned previously, there were comments to the effect that relationships between the S-C and G-E programmes had greatly improved in the last few years. The sense of community was also said to have improved recently. One source said that the S-C faculty are getting along a lot better now than in past years, and that programme participants are doing more things together as a group. Another source said that there were more organized activities within the programme such as the brown bag lunches which bring faculty and students together.

The Coordinator commented on a shift in the programme content:

> For a number of years we have had a strong focus on evaluation, assessment skills, and then toward a lesser amount emphasis on intervention and creating a sense of community and how to make a difference, how to change the whole. In the last few years there is a shift towards intervention, doing theses that are more of an intervention, thinking of aspects of larger social change. That's moving to be a more relevant goal.

He specified as well that the practicum course was now including more practical issues about how to be a change agent, but that too much of the applied content was left up to the practicum. Further, the Coordinator has noticed the programme becoming more of a learning community, and engaging in more active community change in the past few years.

Staff Satisfaction

I asked the Coordinator and the Graduate Secretary about their satisfaction with their involvement in the S-C programme. Both expressed feeling some satisfaction with their involvement. The Graduate Secretary said that overall she was satisfied with the level of support she received from the programme. She stated that she had had some problems in the past but was pleased with the way these were being resolved.

The Coordinator also expressed feeling satisfaction with his involvement in the S-C programme. He feels that he receives adequate respect and input from the faculty and feels "like an accepted member". He says that sources of dissatisfaction which he feels are things that are built into the system and are not specific to the S-C programme.

The Broader Context

The data collected for this evaluation have mostly revealed information about the S-C programme from an inward perspective. The interview with the Chair of the psychology department provided a broader perspective.

The Chair believes that the S-C programme has much to offer the psychology department. It enriches and diversifies interest and research areas. He believes the S-C programme's contribution is unique and significant:

> I think that the S-C programme is especially important because it is so underrepresented or sometimes not represented in other psychology departments in Canada, and I think that in that sense it is a little extra feather in our cap here to have the community programme.

He also believes that it keeps the psychology department from becoming too traditional and enriches the university and the department by drawing attention to real human problems.

Finally, the Chair also expressed the opinion that the S-C programme contributed to the psychology department and the university because of its two main strengths: a strong core of community faculty and some "good to exceptional" S-C students.

Section 6 - Follow-up Interviews with Graduates of the Programme

The last source of data for this evaluation was obtained from interviews that I conducted with five of the graduates who had previously participated in the telephone interviews. Following analysis of the data from all the sources, I developed an interview guide (see Appendix G) that

addressed some results that needed clarification or issues that had been identified by the faculty and students as the major themes of the evaluation. The objectives in conducting these follow-up interviews were: 1) to obtain more descriptive information from the graduates of the programme; 2) to help clarify weaknesses in the data; 3) to obtain more detail as well as feedback on some of the results; and 4) to obtain more information that would help in the implementation of the recommendations.

The participants for the follow-up interviews were chosen through the use of purposive sampling. Based on the results and other practical considerations, such as finances and time, I developed the following dimensions for selecting participants:

1. At least one male.
2. At least one person who is above the mean in level of satisfaction and one who is well below.
3. At least one person who has pursued doctoral-level work.
4. At least two people who have experienced dissatisfaction with the statistics course.
5. Two or three people who are working in the community.
6. People with differing levels of sense of community in their year.
7. People with differing views on how well the fundamental values of community psychology are incorporated into the process of training.
8. At least three participants who enrolled between 1985 to 1987.
9. All participants should have expressed an interest in participating in the follow-up interview.
10. All participants should reside in Ontario, preferably the Kitchener-Waterloo area or Toronto. (It would be too expensive to interview people in other areas.)

Based on the above criteria I chose six participants. I was unable to reach one of the participants. Four of the interviews were conducted face to face and one was conducted over the phone. I coded the data from the interviews based on the topic areas from the interview guide. In this section, I summarize the results of each of these topic areas.

Participant Profile

The participants for the follow-up interviews were two men and three women. Two of the participants had enrolled in 1987, one had enrolled in 1986, one in 1982, and one in 1981. Two participants pursued doctoral-level training upon completion of the programme, three participants were working in the community at the time of the interview, and one was enrolled in another master's level programme. The participants varied in their answers on various dimensions of the telephone interview including: level of satisfaction, usefulness of the statistics course, the sense of community, preparation for doctoral-level work, usefulness of the practicum, and the extent to which they believed that the fundamental values and beliefs of community psychology are incorporated into the process of training.

The Thesis

The telephone interviews did not specifically explore students' experiences with the thesis. To acquire some information, I asked the graduates to comment on their experiences while doing the thesis and on the utility of actually carrying out such a project.

Most of the participants expressed that doing a thesis had been a valuable experience. One participant stated that it had especially been worthwhile in preparing him/her for doctoral-level work. Others expressed that it allowed them to put into practice what they had learned and that it was useful in preparing them for work in the community:

> The other thing was actually taking an ideology (community psychology theory) and the methods and doing a community development project. To me that is the essence of community psychology and having the opportunity to do research that is collaborative, and empowering for the participants, where I could write a research project in the first person, discarding the myth of objectivity, in a way that could be succinct and to the point. To me the most valuable experience was the project.

One participant who did a more experimental thesis believes that the thesis was not a valuable experience for his/her work in the community:

> In real life people don't want to know what an Eigen value is, people don't want to know all the statistical kinds of things that make academics interesting. They want to know and they want to have relevance in terms of what makes sense to them.

Regardless of how valuable they found the thesis to be, most participants did state that there is a need for more support while a student is working on the thesis. One participant expressed how he/she had not felt connected with the first-year students while doing his/her thesis. He/she explained that there was "no opportunity for sharing those experiences from one year to the next." Another participant said that while he/she enjoyed doing research on his/her own and did not need much support, there were some difficulties in going from first to second year:

> There was an adjustment period for me as I know that there was for other people in my year. The focus was on so much of the faculty attention, and then to see that cut off and see the faculty put so much attention into the next years' students. It was like withdrawal. I don't see how that could be avoided, if each year is to get the full attention of the faculty. Perhaps some balancing could occur, perhaps more contact between years.

All participants had some suggestions that they believed would increase support in the second year. These included: a course in second year, perhaps a shared course for first and second-year students; more female faculty members; preparation in the practicum course on how to set up the terms of reference for a thesis, the different considerations in choosing faculty, and the politics of the research project; and finally, one participant stated that students should be helped more in choosing a thesis advisor who could provide interest and enthusiasm in their topic area as well as the kind of support they desire.

One last useful point that was made about the thesis came from a graduate who had carried out his/her thesis in the city where he/she planned on residing after graduation. He/she stated that it was a very positive thing that the programme allowed people to do their thesis outside the Waterloo region because working on the thesis in the area where one planned on residing following graduation gave one the opportunity to establish contacts in this area.

The Field Methods Course

The data showed that even though the field methods course improved when it was taken over by another professor in 1987, ratings of the course's usefulness were still somewhat lower than for other courses. To clarify some ambiguities about Field Methods, I asked participants about their impressions of the usefulness of the course and how they believe it could be improved. All participants stated that Field Methods is a necessary course, but that there are ways in which the course could be improved so that its utility is increased.

Because of the changes to the course in 1987, most of the comments made by participants who were enrolled prior to that date are not very relevant here, and thus, I will focus solely on the comments made by the two participants who entered the programme in 1987. Both participants from 1987 believe that while the course is somewhat practical and useful, there is room for improvement. The main thing they stated was that there should be more applied exercises, including case studies in which the students find the appropriate method and process to be used. They believe that more case studies would help students see the relevance to the real world and give them experience in finding the most appropriate methods to use in diverse research problems. One participant said that it would have been highly beneficial if the course would have provided an overview of the kind of research that takes place in the community.

The two graduates also expressed the belief that Field Methods should be better integrated with the other methods courses. As one said:

> I still think that there should be a greater effort to integrate Field Methods and Statistics. Just at a conceptual level, I don't mean that we have to teach them together. The two go hand and hand. They shouldn't be separating the two into two separate things. It is a continuum of knowledge and the students shouldn't be separating the two into two distinct areas. There should be integration of the two, moving back from one to the other.

One of the participants also expressed that there should be more time spent in the field

methods course on qualitative research methods since this skill was new to most students and on the actual process of doing research:

The Statistics Course

The statistics course was mentioned as a source of dissatisfaction in both the telephone interviews with graduates and the student focus-groups. To clarify these results and obtain more detailed and useful information on the course, I asked the five participants about their experiences with Statistics and what they believed were the sources of dissatisfaction with it.

The participants expressed varied views on the statistics course and its utility. Most expressed that statistics was a very important skill, but that the statistics course in their year was not as good as it could have been. One participant did state, however, that to him/her statistics was not a very useful skill. He/she explained that when you are out in the community you use statistics consultants and other resources so that all you need to know is how to identify what information you need.

The other participants talked about the limitations of the statistics course and how it can be improved. As with Field Methods, some participants stated that Statistics should be more applied. It should include more assignments, more content on specific applications such as statistical packages that are used in non-academic settings, and more knowledge of how to use the SPSSX manual.

One participant expressed that the course is ultimately geared towards future academics and not for people who are going to work in the community:

> I think that the statistics that we were being taught were good, but I think that they were way too exorbitant for people who didn't want to go into academia..... Again trying to break down the ivory tower thing. You need to know how to translate academia into normal use. It doesn't have a lot of relevance for people.

Two participants expressed the belief that the source of dissatisfaction with the statistics course was simply that it was a difficult course:

> Sources of dissatisfaction - just that it was hard, and that there is resistance from the students. Because the students are resistant, it is not enjoyable. But it is a necessary skill. The course is being taught the way it is taught in other places. The only thing I could say for Statistics like for Field Methods is to do more review. If I were teaching the course I would give assignments all the time.

The Practicum

The results from the telephone and focus-group interviews showed some mixed feelings about the practicum. To resolve some of these ambiguities about the practicum and to obtain more information on how it could be improved I asked participants to comment on their experiences with the practicum and on how it could be improved.

There was variability in the kinds of experiences that people had with the practicum placement. Three participants stated that they had enjoyed their placements, and the other two seemed less satisfied. One participant stated that a positive thing about the practicum was that students are given a lot of flexibility in terms of what to do for their practicum placement. Others, however, believed that there needed to be more guidance and direction for students when choosing a practicum:

> I don't think that students who come in have an idea of what they want to do and they end up grasping at straws or grabbing at anything, because they are concerned that it is a requirement and that they have to do something. They need counseling at the front end to help decide what it is that they are going to do. I think also that something that is not brought into it is personality. People have to be counseled on their own types of personality and how they interact. If you work well in a structured environment then you are not going to have a successful practicum if you are on your own.

While some participants enjoyed their practicum placement and others did not, most suggested that the practicum course was not very useful. Four participants stated that they

believed that more structure and content in the course was necessary. The following quotes summarize what participants thought should be incorporated into the practicum course:

> The practicum could have been more demanding, more rigorous, we could have had individual supervision, or team supervision: where we bring our own individual issues to supervision, and in the practicum we actually deal with issues that are of general concern for everybody. And it would have been very useful if it was more structured. I didn't come out with any idea of what a consultant does.

> So a little bit more structure, focus a little bit more on making sure that this is a course where people are going to learn even though they are not being tested. This could be a course where people could go in and just listen, put their pens down in terms of being marked, but could learn some very practical information on how to do a consultation, how to be a consultant.

Content on Organizational/Managerial Skills

The telephone and focus-group interviews revealed a strong belief amongst graduates and students that the programme needs to include more content in the curriculum on organizational and managerial aspects of working in the community. To obtain some more information on this theme, I asked participants what they believe such a course should include and how they believe it should be taught.

All participants expressed that the programme definitely needs more practical content:

> Philosophically this programme has been an advantage, but practically I have the idea of what I want to do, but lack the skills.

The participants mentioned a variety of skills and content areas that they believe would be useful including: budgeting, consultation, writing grant proposals, networking in the community, organizational design, managerial styles and leadership, dealing with government, writing reports, interview skills, supervision skills for both employees and volunteers, project management, and policy development.

One participant strongly emphasized the importance for graduates of community psychology to be well versed in the literature on leadership and management:

> If you want to make change, real change of the status quo, if a person ever finds the opportunity to do it, they will find that they are positioned as a leader, maybe a grass roots leader, maybe a leader of a corporation. But if they are going to make some change and be a visible leader at it, then they will have to be almost certainly a leader, so some awareness of what that means would be appropriate.

With regards to how the content should be included in the curriculum or how a course on organizational/managerial aspects should be taught, participants also had a variety of suggestions. One participant suggested that there should be three electives added to the curriculum and students could choose one. Specifically, he stated: a course on organizational mangement, one in clinical skills and one in social psychology. A few participants thought that perhaps students could take courses in the School of Business on management skills or that a professor from the MBA programme could teach a course for the S-C graduate students. Finally, other participants expressed the belief that a course on managerial/organizational aspects should be taught by people who are working in the community. One person specified that perhaps it could be a selection of community people teaching the course.

An Interdisciplinary Approach

The data from the focus-groups showed that there was some feeling amongst students that the programme should take more of an interdisciplinary approach. To see if this belief was also shared by graduates of the programme, I asked participants for their view on this finding and on how the programme could, if necessary, incorporate a more interdisciplinary approach.

All participants expressed the belief that the S-C programme was limited and needed to be more interdisciplinary in nature. One graduate expressed that this was extremely important not only for the students but for the growth of community psychology:

> I think that if community psych is going to make a wave anywhere it needs to justify itself by learning and integrating other perspectives into it.

While all participants endorsed the view of an interdisciplinary approach, there were some cautionary words about incorporating an interdisciplinary focus into the curriculum. One individual mentioned that there was already too much content in the programme and that this fact should be a consideration before adding more. Another graduate expressed that while more of an interdisciplinary approach would be desirable, the programme should still maintain its core curriculum:

> You have to keep some of it. If you are going into the field and saying I have a degree in social-community, you have to know what that is.

Participants made several suggestions on how to incorporate an interdisciplinary approach. Some thought that electives should be open to students so that they could acquire a broader education. Others thought that there should be a course or seminar in which other disciplines were included.

Orthodoxy of thought. Related to a lack of interdisciplinary approach in the programme, two participants talked to great length on what one called "orthodoxy of thought" in the programme. They talked about how the programme did not challenge student and faculty ideas and did not encourage flexibility of thought.

One participant expressed the belief that in every programme there is some indoctrination to a new set of values and beliefs, but in the S-C programme there is no forum to address this indoctrination, or to regain a balance of ideas:

> There was more of a distance, not being allowed to get to know the person personally. I think that is part of what maintains that indoctrination, because there is a hierarchy that we are talking about. So I agree that philosophically indoctrination is part of coming into a new programme, that I sort of take it all in and chew it up and then decide now what am I actually going to get

rid of now. The pendulum has to swing a bit.

Another graduate talked about a need for flexibility of thought amongst students and how the S-C programme stifles this:

> I think that the most essential principle for a student has to be freedom of thought, and the university is the best place where that can be exercised. So the standards have to be rigorous and be rigorously defined, but what is thought and what ideas are propagated can't be pre-determined 100%. Granted if people come into the programme they should have some expectation that there is going to be a certain way of opinion. Coming and disagreeing with everything then maybe they should have done a different kind of degree. I recognize that, but still there was a tendency among the students to want to question it more, and sometimes we felt we were drifted from that because we were in a subordinate position.

Preparation for Doctoral-Level Work

The data from the telephone interviews showed some mixed feelings on how well students felt prepared when entering doctoral-level work. To obtain more detailed information, I selected two graduates who had pursued doctoral-level work to participate in the telephone interviews.

One of the participants stated feeling very well-prepared when entering a doctoral programme. He/she said that the strong background in research obtained through the S-C programme is what made the transition a little bit easier. He/she did mention, however, that when entering a new programme there is a whole new set of issues to deal with, a new philosophy, and a new way of doing things, and that perhaps this is why some students do not feel well prepared when entering a doctoral programme.

The second participant who had pursued a Ph.D programme did not feel well prepared. He/she did believe that the S-C programme had prepared him/her well technically, but that he/she was not well prepared to enter a programme with a different perspective:

> I felt prepared to do doctoral work but I didn't feel prepared to sell my soul to the devil. It did not prepare me for the notion that

> there was any other view other than that of what I had heard at WLU. My experience was disastrous. Academically I had bought in so wholeheartedly with what they were saying at Laurier that I wasn't about to budge.

Practicing What is Preached

Results from the various sources of data showed that the S-C programme was making some attempt to incorporate the fundamental values and beliefs of community psychology into the process of training, but that overall, there is much room for improvement. People had differing perspectives on how well what is practiced is preached, and while some students and faculty members seemed pleased, others revealed many areas of concern. To clarify some of these issues, I addressed various themes in the follow-up interviews. Specifically, I asked the participants to comment on: how they believed the programme practiced what it preached, the sense of community, and their views on a power imbalance in the programme.

There was mention by some of an attempt at practicing what is preached, but generally all the graduates believed that there were some inconsistencies. Most participants expressed that there was an inconsistency in theory and practice because of the lack of female faculty. As one male participant expressed:

> If it was the President of IBM who was giving a long-winded explanation of why they couldn't have women executives, talking about recruitment problems and that women are just not interested, community psychology faculty would tend to dismiss it as an indication that they didn't care and that they were covering up. So that is an inconsistency. Faculty might want to explain away the reasons why there are not more women faculty teaching graduate students in the core courses but I do not think that in any other organizational setting the same faculty would find those explanations acceptable.

Another participant talked about empowerment and the gender issue and how the lack of student empowerment was an inconsistency with the programme's goals and value base:

> I don't believe that students come out of the programme feeling

> empowered. Again maybe that is an indication of the male-female ratio.

Other inconsistencies that were mentioned between values and practice include: student powerlessness in marking, lack of interaction or communication amongst the faculty with regards to the curriculum, a power imbalance, and a low sense of community.

Most of the participants expressed that incorporating the fundamental values and beliefs of community psychology into the process of training is very important. They see it as a primary goal for the programme, not only for student satisfaction, but also for students to learn about these values and to be good community psychology professionals. In particular, modeling was stated as one reason why the faculty should practice what they preach:

> It is very important, most important because the whole philosophy is prevention, empowerment, that whole feeling. I think that that is best expressed by modeling.

One graduate, however, talked about the barriers to practicing what is preached. He/she expressed the belief that there are realities that interfere with an ideal community psychology training programme. First, he said that the faculty have differing views on what community psychology is and what its values are. To reduce this barrier, he suggested that the faculty get together and come to a general consensus about their values and how they are incorporating these values into the programme. Second, he stated that the S-C programme is a part of the university, and the S-C faculty are employed by the university. A consequence of the university constraints is that the S-C faculty must compete and are subjected to the usual power struggles in academia, as well as other problems such as lack of resources and a small number of faculty members in the programme. To confront these limitations he suggested that the faculty be up-front with students about the limitations as to how much they could do:

> So they (the S-C faculty) are not just in a vacuum, and I think that the students have to be sensitized to that too. The feeling of "what we do is right, let's go for it" can be met with a lot of

> frustration if you do not understand the politics within the university. They need to be up-front with that and call a spade a spade.

The Sense of Community

The data from the telephone interviews with graduates and the programme staff revealed that even though the sense of community appears to have improved in recent years, there are still some people who believe there is room for improvement in this area. Because of community psychology's emphasis on process in training and specifically a psychological sense of community, I thought that it would be interesting and important to obtain some more qualitative information on this factor. To do this, I asked participants to comment on the sense of community when they were in the programme.

All but one participant expressed that the sense of community when they were enrolled in the programme was deficient. The participant who was satisfied with this aspect of the process of training stated that "the faculty had a warmth, they had a personal touch with the students, and they seemed genuinely interested". He/she also stated that the faculty were very willing to accommodate to different students' needs.

The graduates who expressed more dissatisfaction with the sense of community had differing perspectives on why there might be a low community feeling, on how important this factor is, and on how realistic it is to expect that that there be a high feeling of community in the programme. Two participants talked about how perhaps a high sense of community is not realistic. One said that the feeling of belonging to a community comes from "allowing yourself to feel vulnerable in a safe environment." He/she also expressed the belief that the psychological sense of community should be encouraged through a course where people could be vulnerable and feel safe and where a sense of belongingness could be fostered. He/she expressed some doubts, however, about the realism of doing this in only one year. Another participant stated that he/she

did not believe that this aspect of the process was all that important and that it was also somewhat unrealistic:

> I think that what you are looking at is a group of people that are thrown together not of their own choosing, and in very limited numbers and so forth. This is somehow a bastardized notion of trying to create a sense of community. I think that what you can do is promote some sort of notion of getting along.... You can make the best of the situation but the whole notion of "communityness" is kind of mythical.

Consistent with the above view, another graduate said that when he/she was in the programme a feeling of community was hindered by personality conflicts.

Two participants talked about their belief that the lack of sense of community was partly caused by the fact that the programme was dominated by male faculty members teaching female students. They both expressed that a community feeling was inhibited because men and women think differently and that a female faculty member would counterbalance the power imbalance by adding a different perspective. As one participant expressed:

> That really put up a rift because we just couldn't quite understand it, understand their perspective.

The Power Imbalance

The data from the focus-group interviews with students revealed a feeling amongst students of a power imbalance between the faculty and students. To see if this feeling was also experienced by graduates of the programme and to obtain some more information on this issue, I asked participants to comment and elaborate on this result.

All participants agreed that there was a power imbalance between faculty and students in the S-C programme. They expressed the belief that the faculty had more power than the students and that they at times exert this power on students by not being accountable to them, by not negotiating marks, and by being the ultimate authority. Most participants expressed, however,

that a power imbalance is inevitable because of the roles that faculty and students play: faculty get paid for doing what they do and students pay to do what they do; faculty grade students and students are graded; and faculty are teaching and students are being taught.

Participants explained, however, that there is conflict with the power imbalance in the S-C programme. The problem they specified is not with the fact that the faculty have power, but with how they use it. Participants suggested that it is fine for faculty to be in power situations, that there are legitimate forms of authority, but that the conflict arises because the power tends to be abused. Faculty in their positions of power have to feel comfortable with their position so that they can be fair and empowering towards students:

> There are legitimate ways to exert authority. The best relationships in settings have occurred when people in positions of authority are comfortable with it, are very fair minded and that they are not afraid to say that. "Yes I am the authority, here are the issues that we are going to look at, and here is how we are going to address them." They seek input at a high participatory model, wherever possible. When it is not needed to table authority, they don't. So they share the power as much as possible. But in the end, in a programme like this somebody is accountable, and it's the faculty. They are authorities and I don't think that they should misguide the students into thinking that they are not.

Participants also stressed that giving students a voice in the programme, and allowing them to participate in meetings and some decisions does not reduce the power imbalance, and is in fact misleading and disempowering. The reality remains that the faculty have the ultimate power:

> With power should come responsibility. If you are going to give students more power you have to give them more responsibility. If you are going to give them a position on a committee then you have to give them the responsibility to go along with it, which means that they have the responsibility to affect change, not to patronize them. That's like saying well I'll let you do everything. Who's giving who permission here? So it's still the oppressed. You know that they can still veto anything. When they can't do it anymore then in my mind I will know that I have power. If I know that if I hand in a bad evaluation of a teacher and that I am affecting his job then I know that I start having

> power. But if I hand in an evaluation to get looked at and not considered. But, there is still a reality there and we have to live with it.

Some participants did express that the conflict could be overcome.

> It's difficult. It's a struggle. I believe that it could happen. If you see people in more situations where they are allowed to relax, then it could make things a lot easier. With the bottom line realizing that they are still faculty and I am still a student. I am not trying to upset their position, I don't think that it is disrespectful of their position. It means that we learn to be responsible for the power we do have without patronizing one another.

Finally, several graduates also expressed that the conflict with the power imbalance was magnified because of the fact that the faculty were predominantly male and the students were predominantly female and that having more female faculty would decrease this conflict.

Section 7 - Convergence of the Data

In this last section of results I converge the various sources of data with the objectives of providing a useful summary of the extensive results and to contribute to the trustworthiness of the data. To reiterate, the data for the evaluation were collected using various methods (telephone interviews, face to face interviews, focus-group interviews, and some closed-ended, Likert scale items) and from various sources (the faculty, students, graduates, and staff). In presenting the data for each source separately, I have been able to show the reader and the intended users of the evaluation what the diverse groups' experiences and perceptions are. In general, a large part of the results readily converged in that various groups talked about the same issues.

I will present the main themes of the evaluation, some that were identified at the retreat by the programme participants, and others that were overlooked at the retreat but which the data clearly point to as a theme. Subsequently, in Table 10 I outline in which groups the themes appeared. I should note that at times the themes arose spontaneously in interviews, while at other

times they were supported in response to a specific question that asked participants whether they perceived this theme or issue to exist when they were in the programme. In Table 10, I distinguish between issues that were not pre-determined but arose spontaneously (marked by an X) and those that participants mentioned in support to a pre-determined question about the theme (marked by O). It is important to stress that in converging the data, I provide a summary of where issues came up across more than one source. There are other issues, howerer, that were mentioned by only a few people and thus are not themes of the evaluation results, but I believe are still important issues that the programme should explore.

Themes

*1. **Competitiveness.*** Competitiveness amongst students came up in a few instances throughout the evaluation. It was stated to be a problem which caused dissatisfaction, reduced the sense of community, and reduced the support of the learning environment.

*2. **Lack of support for second-year students.*** Lack of support for second-year students was talked about quite extensively as a source of dissatisfaction.

*3. **G-E/S-C relations.*** Lack of interaction and political problems between the G-E and S-C programmes were mentioned across most groups as a source of dissatisfaction.

*4. **Recent improvement in the programme.*** Several sources of data pointed to an improvement in the S-C programme in the last few years. Mostly, these improvements were said to be in relation to how the programme incorporates the values of community psychology into the process of training.

*5. **Inconsistencies in values and practice.*** All sources referred to a weakness in how the faculty incorporate the values of community psychology into the process of training.

*6. **Gender issues.*** Throughout the data there are numerous examples of dissatisfaction with the lack of women faculty, lack of feminist content, and a lack of a feminist process.

7. Lack of resources. At various times throughout the evaluation it was mentioned that the there is a lack of resources in the university (such as space, time, and money) for the faculty in particular, but also for students.

8. Lack of flexibility of approach. A lack of interdisciplinary focus and a lack of respect for intellectual diversity in the S-C programme were mentioned at several times throughout the evaluation.

9. Statistics course. Several sources mentioned that the statistics course was a common source of dissatisfaction and anxiety for students.

10. Problems with some of the faculty. There was mention throughout the evaluation of conflicts with individual faculty members and how some faculty's individual agendas resulted in incongruencies between the values and practice of community psychology.

11. University systemic problems. Several people from various sources mentioned that the programme was affected by problems within the larger university system, such as lack of attention to graduate students and institutional sexism.

12. Low sense of community. While the graduates' mean rating of the sense of community in the S-C programme was somewhat high, several graduates and other sources talked about how the sense of community is not as high as it should be.

Table 10

Convergence of the Data

Theme	Grads	Students	Withdrawals	Faculty	Departmental Context	Follow-up
Competitiveness	X	-	X	X	X	-
Lack of support in second year	X	X	X	-	-	X O
G-E/S-C relations	X	X	-	X O	X O	-
Improvement in the programme	X	-	-	X	X	-
Inconsistencies in values and practice	X O	X	X	O	X	X O
Gender issues	X O	X	-	X	X	X
Lack of resources	X	X	-	X	X	X
Lack of flexibility of approach	X	X	-	X	-	X
Statistics course	X O	X	-	-	X	-
Problems with some faculty	X	X	X	-	-	-
University systemic problems	X	X	-	O	X	X
Sense of community	O	-	O	-	X	O

X = statements that were made spontaneously.

O = statements that were made as a response to pre-determined questions about the issue.

Section 8 - Stakeholders' Recommendations

At the retreat of November 2, the faculty and students of the S-C programme identified through the nominal group technique, what they believed to be the major process and outcome themes from the evaluation that the programme should deal with. Following this, through group work, they developed recommendations. In this section I outline the themes and recommendations. My own recommendations to the programme are outlined in the discussion of this thesis.

Theme 1: Grading and evaluation of students' work.

1.1) That a proposal be presented to the Graduate Faculty Council for implementation of a qualitative student evaluation process for the S-C programme for all courses in the 1992-1993 academic year.

1.2) That in the near future a professor and student team begin to do some research into how other schools have implemented qualitative evaluations of students' work. The specific questions or issues to be explored should include:

A. What were the problems or salient issues that they faced when this type of evaluation was implemented?

B. How do other graduate programmes respond to students who have been qualitatively evaluated?

C. How do the qualitatively evaluated students fare in the competition for funding, in acceptance to other graduate programmes, etc.?

D. What kinds of administrative barriers did they face when they tried to implement this alternative type of evaluation?

E. How do the students like this type of evaluation?

1.3) That the use of qualitative evaluation be implemented immediately in the practicum in

a two-fold manner: first, to enable faculty and students to adapt to this kind of evaluation, and second, to provide some evidence for the Graduate Faculty Council of how this type of evaluation can work.

2) That a system be implemented for the next term whereby students negotiate with the professor of each course how they wish to be evaluated.

Themes 2 & 3: Opportunities for more interaction with other departments and interdisciplinary experience.

3) That the faculty begin immediately to make more of a conscious effort to encourage students to go beyond their field with respect to resources and research projects.

4.1) That a list of names and areas of interest/expertise of graduate faculty in other departments be developed immediately and circulated to students.

4.2) That all faculty members working in the capacity of thesis advisor encourage their students to approach faculty members from other departments to serve on their thesis committees.

5) That the S-C programme approach the WLU Student Union director who is responsible for the Student Union Information Booth about putting up an Interdepartmental Bulletin Board, on which all departments could advertise upcoming colloquia with the purpose of encouraging students to attend other departments' events.

6) That the S-C programme look immediately into the possibility of co-sponsoring colloquia with other departments.

7) That in the near future a professor and student team from the S-C Programme initiate the process of organizing with faculty and students from other graduate departments to give some input to the Board of Governors Selection Committee about the choice of a new President for the university. This could involve a collaborative inter-department assessment of what graduate programmes at WLU need in a new President as well as preparation of a presentation to the

Selection Committee.

8) That the S-C programme director establish a T.A./R.A. in future years who would do research and background work for implementation of the evaluation results and recommendations.

9) That the S-C programme director lobby the Faculty of Graduate Studies to eliminate the requirement that students pay extra money for courses beyond their course requirements.

Theme 4: Objective measures for desired outcomes

10) That in achieving desired outcomes the community programme strive to meet the outcome and process goals that it has set for itself, but that it be flexible about expanding goal statements to account for the needs of individual students, to allow each student to meet his/her own goals. In other words, the programme needs to strike a balance between maintaining its integrity and providing adequate flexibility to meet students' particular needs.

Themes 5, 6, and 7: Curriculum development, skill development in community practice and administration, and applicability of methods courses.

11.1) That an ongoing curriculum committee be set up for the purpose of establishing, researching, examining, and implementing short-term and long-term curriculum change. The committee should be composed of graduates of the programme, current students, and faculty.

11.2) That in the short-term the curriculum committee develop a proposal for curriculum changes to be presented to the Faculty of Graduate Studies by the fall of 1991. Some of the research objectives of the committee in preparing for curriculum change should be as follows:

1. Ph.D objectives, how does the curriculum meet these needs?
2. How can we provide inter-disciplinary, directed studies, or alternative course options?
3. How can we enhance diversity, specialization, and choice of involvement in the curriculum?
4. How applicable are the methods courses to the real world?

The curriculum committee should keep in mind the following:

A. There should be elective course options.

B. The evaluation results, including results from the follow-up interviews, should be utilized by the committee.

C. Members should investigate the possibility of combining the programme evaluation and the field methods courses.

D. They should investigate and recommend courses or curriculum content in: cross-cultural and ethnographic methods, advanced research and statistics, skills development in administration, management and community practice, and consultation.

E. Some students should be granted exemptions from more basic statistics through an exam, and there should be more advanced statistics.

11.3) That in the long-term the curriculum committee be an ongoing committee, whose membership will change every year, but will always be represented by faculty, first and second year students as well as graduates of the programme. This committee's ongoing goal will be continual research, evaluation, and changes to the curriculum.

12) That in the immediate future the community programme schedule more talks, speakers, colloquia, brown bags, and other activities that will enhance skills and career development in areas that the evaluation results have singled out as important. This intervention will ensure that students in 1991 and 1992 benefit from the evaluation results, before formalized changes are made to the curriculum.

13) That in the immediate future the faculty who are presently teaching incorporate more applied projects into the course work.

Theme 8 - Relationships and the sense of community.

14) That a social committee comprised of first and second-year students as well as faculty be created to encourage social interaction. The committee should be responsible for planning and coordinating extra-curricular and non-academic activities to help promote a sense of community within the programme.

15) That an ongoing conflict resolution group comprised of students and members of the faculty be set up within the S-C programme. This group, whose membership will change every year, will safeguard against potential abuse of power on the part of the faculty. Students in the programme, faced with a situation in which they feel their rights have been infringed upon could speak with a member of the conflict resolution group, and the group would deal with the matter, following up with a letter to the student on how the matter was dealt with.

16) That the Psychology Department give hiring priority to women and other minorities and adhere to a policy of affirmative action. More women faculty will lead to an increase in the sense of community, because the gender imbalance in the programme between faculty and students is a primary source of the power inequities that reduce the sense of community.

17) That the S-C programme continue to practice and reinforce a consensual decision-making process modeled on feminist philosophy and problem-solving skills.

18) That the faculty encourage first-year students to have informal meetings among themselves with the support of the Field Placement and Research Coordinator, to help promote the building of trust and healthy group processes.

Theme 9: Support for the Thesis Year

19) That a thesis buddy system be set up every year during the practicum and field methods course. This system should be encouraged to continue in the second year.

20) That second-year students be encouraged by the faculty to take courses so as to ensure more structure while working on the thesis.

Theme 10: Minority issues

21) That the S-C programme implement an affirmative action policy to encourage admission of students and faculty of diverse ethnic origins.

22) That a welcome group be established to help students arriving from other countries in their period of adjustment. This group should seek out feedback from foreign students to explore some of the transitional problems they have encountered.

23) That the students in the programme lobby the Graduate Students' Association to leave one representative position open on their Board for students of different ethnic backgrounds.

24) That the proposed curriculum committee (see Recommendation 11) restructure the curriculum to include the possibility of team taught courses in the area of minority issues.

Theme 11: Course Options

Recommendations to help the issue of insufficient course options are covered in recommendation 11.

DISCUSSION

As previously stated, there were certain prevailing objectives that guided this thesis. In this last section I discuss the thesis research and its results according to these objectives. I begin by relating the evaluation findings to the literature and to the results of the 1984 evaluation. Then I provide my own insights and make specific recommendations for change in the S-C programme. Subsequently, I reflect on the intervention and its methods. I conclude by discussing general implications of this thesis for research and action within the field of community psychology.

Discussion of Results

When embarking on the research process of the evaluation I had not anticipated the wealth of information that was to be provided by participants nor how easily the data would converge. Indeed, while the data are extensive, there are certain themes that have cut across various sources and methods and that are presently guiding action for change in the S-C programme. What follows is a discussion of these themes in relation to research objectives and other issues which might not be predominant themes, but which I believe merit some comments.

Outcome Goals

Generally, the S-C programme appears to be quite effective in meeting its outcome goals. Most graduates with whom I spoke had either pursued doctoral-level training or were employed in research or community-related jobs. This finding supports other studies that have looked at outcomes of M.A. graduates of community psychology programmes. Paelet (1976) and Hoffnung et al. (1986) found that M.A. graduates at the University of New Haven were successful in obtaining jobs related to their community psychology training. The findings of these studies also converge with the present evaluation in that a large percentage of graduates of M.A. programmes were finding jobs in human service agencies. However, the percentage of graduates who started

working in human service jobs following graduation of the S-C programme is lower than that of graduates surveyed in the New Haven studies. One explanation for this finding is that the S-C programme might have different goals than the New Haven programme. In training, the S-C programme adheres to the research-practitioner model and thus is not only committed to developing the applied skills that graduates will need in human service jobs, but is also committed to developing students' research skills. The research-practitioner model is reflected in the somewhat large percentage of graduates who obtained research jobs (24%). Moreover, the programme also has as its goal preparing students for doctoral-level work. Thus, the diverse training goals of the S-C programme might account for the smaller number of students entering human service jobs and the higher percentage of graduates pursuing Ph.Ds and research-related jobs than in the New Haven programme.

Notwithstanding the above, the substantial number of graduates obtaining jobs in human service agencies (30%) has implications for curriculum development in the S-C programme. While numerous graduates are finding employment as administrators in human service agencies, over one-third of surveyed graduates expressed the belief that the programme needs to increase its curriculum content on management, organizational, or administration skills. The 1984 evaluation results also indicated a need for more applied skill-development. Following the 1984 evaluation, the S-C programme did try to integrate some of these skills into the practicum, but a recommended applied skills course was never developed.

Related to the need for more applied skill-development is the finding that 21% of surveyed graduates expressed the belief that the programme needs to deal with more research and statistics skills and 18% expressed a need for additional skill development in consultation. Moreover, the focus-group interviews revealed a belief amongst students that the programme should have a greater focus on statistics and applied skills. What these results might be suggesting is that

perhaps the programme is trying to integrate too much into the two-year curriculum. There is some indication that the S-C curriculum, while extensive, might not be comprehensive enough to to do an outstanding job in preparing students to work in human service jobs, enter research-related jobs, or pursue more advanced training. Perhaps in focusing on multiple training objectives, the S-C programme is not meeting any one of the goals as well if it were focused on one goal.

The S-C programme's emphasis on preparing students for these different opportunities contradicts Walfish et al. (1984) who state that perhaps curricula in community psychology at the master's level should focus more attention on applied skills that graduates will need rather than on research-oriented training. Graduates of the S-C programme, however, unlike those from the University of New Haven whom Walfish et al. surveyed, are entering research-related jobs and a substantial percentage (27%) is pursuing doctoral training. This difference in findings is most probably a reflection of a differing market for graduates in the U.S. and Canada. It is important that in reviewing its goals the S-C programme address what the needs in Canada are for master's level graduates. Improving on applied skill-development is needed, but not at the expense of the research component nor at the expense of preparing students for doctoral-level training. Presently, there is a committee that is dealing with improving on outcome goals and the curriculum. The challenge of this committee will be to integrate these goals without increasing the workload for students.

The number of graduates who are entering doctoral programmes deserves some attention. While there is a substantial number of graduates pursuing doctoral-level training (27%), only four graduates (12%) have entered Ph.D programmes in community psychology. This result not only has implications for the S-C programme in how effectively it is meeting this outcome goal, but perhaps has more detrimental effects for community psychology in Canada. There is no doubt that

master's level graduates working in the community are of great importance in trying to restructure our communities, but of equal importance is to have Ph.D community psychologists who will continue to foster the field in Canada. Community psychology is rooted in a different historical tradition in Canada than in the U.S., yet Canadian training programmes continue to be influenced by American teaching materials and American-taught faculty members (Walsh, 1988; Tefft et al., 1982). In my view, it is imperative that Canadian M.A. programmes in community psychology encourage their graduates to pursue further training in the field so that the growth of a distinct Canadian community psychology is assured.

The low number of graduates pursuing doctoral training in community psychology is probably a result of various factors. First, there appears to be an adequate and growing job market for graduates of the S-C programme. Thus, for some graduates there might be less incentive to pursue doctoral-level work knowing that they can find adequate employment with their M.A. Second, since there are not many community psychology programmes in Canada, resources for training doctoral-level community psychologists are limited. For those students who are not interested in going to the U.S. to pursue further training, the lack of training programmes for community psychology in Canada is a serious limitation. Support for the argument that graduates are not pursuing Ph.D training because of the lack of available programmes comes partly from the result that indicates that graduates had a somewhat high level of interest in a Ph.D programme at WLU, with one-third of graduates expressing a very high interest. This finding, of course, does not guarantee that all interested graduates would be pursuing Ph.D-level training at WLU if it were available. It does suggest, however, that perhaps some graduates have not pursued more advanced training, because there are few Canadian programmes that have a similar orientation to the S-C programme. In fact, in the follow-up interviews, one graduate stated that he/she had entered, but not completed, a doctoral degree, because the programme's philosophy was so

different from the S-C programme that he/she found it to be quite difficult and dissatisfying. Another plausible explanation for the low number of people pursuing Ph.D programmes are barriers that women might experience in higher education. As previously discussed, there are numerous existing obstacles to professional development for female students in community psychology (Swift et al., in press; Mulvey 1988; Bond, 1988; Linney, 1985; Bogat & Redner, 1985; Walfish et al, 1984). The majority of S-C students is women (76% of the surveyed graduates and 97% of students who participated in the focus-groups were women), yet there is only one women faculty member who is minimally involved in the programme. Without appropriate role models or adequate same-sex mentors, women in the S-C programme might be missing out on opportunities for socialization, facilitation through the training programme, help in defining career goals, and assistance in contacting people who will help them meet their career goals (Swift et al., in press; Linney, 1985; Bogat & Redner, 1985). These barriers might be discouraging some female graduates of the S-C programme from pursuing further doctoral training.

Another success of the S-C programme is its effectiveness in socializing students into roles consistent with the community philosophy. Results indicate that students are experiencing significant increases in their commitment to social intervention and in their identification with the values of community psychology. It is interesting to note, however, that graduates' mean ratings for these factors when entering the programme were lower than for other factors. Nine graduates specifically mentioned that their commitment to social intervention did not increase very much while in the programme because they were already highly committed upon entry. Thus, it appears that some students are entering the S-C programme with a high commitment and identification with the values and philosophy of community psychology. These results do not suggest, however, that the S-C programme is not meeting its goal of socializing students into the values and beliefs

of the field with students who have a high commitment and identification upon entry. What the programme does appear to be doing for some of these students is confirming their beliefs and giving them some tools by which to intervene in a way that is congruent with their value base.

Results do suggest, however, that a number of students are somewhat confused about their community psychology identity. A couple of graduates stated that they did not know what community psychology is. Some students in the focus-groups expressed that while they identified with the values of the field, they had difficulty with their professional identities and how to promote themselves in the community. To reiterate, as one student expressed: "I still find it hard to articulate what it is I am about supposedly as a community psychologist". The confusion that some students are experiencing with their professional identities could in part be a reflection of a programme weakness, but could also be reflective of ambiguity in the field of community psychology. Rappaport (1977) suggests that because social change is a continuous process and not an end product, community psychologists need to be flexible and play a variety of roles in their work as social change agents. If community psychology were to become a profession with clearly defined roles, techniques, and methods, it would be simply another profession and not a social movement with multiple goals. Therefore, while most professions have certified programmes or licensing procedures that help create an identity for the profession, this would be undesirable in community psychology because of its need to be flexible. Thus Rappaport (1977) concludes that "those who seek structure and flee ambiguity should not be able to find comfort in community psychology" (p. 389).

Process Results

In addition to measuring how well the S-C programme is meeting its process goals, the results of the evaluation revealed an abundance of data on numerous themes regarding the processes of training. With regards to process goals specifically, the results showed that overall,

the programme is doing a good job of meeting these goals, but that there is much room for improvement. Interestingly, it appears that the quantitative measures depict the programme to be doing a better job in meeting its process goals than the more open-ended measures. While the graduates' quantitative responses for most questions on process were positive, they suggested numerous limitations in the process of training. Students in the focus-groups seemed quite dissatisfied with the process of training. Most faculty believed they were doing a good job, but still acknowledged some inconsistencies between what is practiced and what is preached. Finally, staff and follow-up interviews also revealed a need for improvement in the process of training.

A positive theme about process that readily emerged from the results is the programme's improvement over time in meeting its process goals. Results from the graduate interviews indicate that between 1981 to 1984 and 1985 to 1987 there was a significant improvement in opportunities for collaborative work with faculty and the psychological sense of community. The staff and faculty interviews corroborated these findings. This improvement suggests a commitment on the part of the S-C faculty to work towards positive change. The improvement also supports the strengths and utility of the 1984 evaluation, which was primarily focused on process issues and improving the process within the programme. Hence, improvement after 1984 appears to be directly linked to the changes that resulted from the 1984 evaluation.

While there has been an improvement and results from graduates in the 1984 to 1987 period indicated a high sense of community, results also suggested some concern that the programme was not doing as good a job as it could in engendering a sense of community. A direct consequence of the 1984 evaluation was an attempt to improve the "climate" and "relationships" in the programme with the end-goal of increasing the sense of community. In addition, the present evaluation has sparked a renewed interest in further improving on this aspect. However, I believe that an examination of the barriers that suppress the sense of community is necessary. In

the telephone interviews, I asked graduates to cite what factors they believed had reduced the sense of community when they were in the programme. The most common answers included: some faculty members, competitiveness, individual differences, high workload, the thesis year, and politics within the department. Most of these factors were also said to impede a supportive learning environment and other community processes within the programme.

The most often cited response of the barriers to the psychological sense of community as well as to a supportive learning environment was the S-C faculty. Some graduates and students believed that negative processes in the programme were due to specific faculty members. Some faculty are seen by graduates to fully embody the values of community psychology, yet others are seen as doing the opposite including: playing favourites with students, treating students as children, having their own personal agendas, and being controlling. The fact that some faculty members might have personality traits that hinder practicing the values of community psychology directly in the S-C programme has serious implications because of the importance of the process of community psychologists' work. It is important that the S-C programme address these issues directly and confront situations where individual faculty may be dealing with students in ways that are not congruent with the stated values of the field. There were some comments made by students and graduates, however, that problems with individual faculty members are not being addressed in the programme. Dealing with problems specific to certain faculty members is a sensitive issue for the S-C programme because the faculty are employed by the university. Not practicing the values of community psychology, while posing problems for the S-C programme's community orientation does not pose problems for the university. In fact, the university structure tends to harbour traits such as competitiveness, that are contrary to the values of community psychology. Trickett et al. (1984), in surveying community psychology programme directors, found that the rules and system of a university were shaping the amount of student participation,

student socializations, and the way programmes were being developed. Similarly, Rappaport (1977) discusses the culture of the university and the constraints it places on community psychologists. He explains that university policies and the tenure system require that the faculty be driven to publish and to acquire research grants. Traditional research is encouraged, at the expense of applied research and community work. Rappaport suggests that this system encourages competition amongst faculty and discourages social change activities.

Accordingly, it is fair to suggest that the S-C faculty do not exist in an environment that is conducive to fostering a sense of community or to practicing the values of community psychology. Faculty must strive for tenure and spend time on activities the university demands. Moreover, Osher and Goldenberg (1987) contend that a university's existence is reflective of the outside world. The university is a socializing and legitimizing institution in our culture and its existence is dependent on how well it "mirrors and perpetuates" (Osher & Goldenberg, 1987, p. 61) the values of society. It is the S-C programme's challenge to go beyond these university influences and barriers and to confront individual faculty members about their weaknesses in engendering the community process.

Competitiveness among students was also stated as a barrier to the psychological sense of community. The existence of competitiveness within the S-C programme supports Ristock's (1987) study in which competitiveness was also found to be a problem that hindered the community process within the programme at OISE. Ristock suggested that incorporating a feminist process into the programme would help eliminate the problem of competition, by encouraging the study of contradictions between practice and theory and moving away from the patriarchal system that fosters competition. Indeed, competitiveness is contrary to the community process, and is a reflection of the university and social system which values competitiveness. Just like the faculty work in a system where they must publish, follow the regulations of a hierarchical

university system, and are being set up to compete, students are also a part of this system. Their very acceptance into the S-C programme is based on competition. Further, students' future careers depend to a large extent on how well they are able to compete for scholarships, jobs, or Ph.D programmes. As a response to the problem of student competitiveness, the S-C programme has set up a committee that is looking at the possibility of eliminating grading in the programme. This step will perhaps result in a reduction of competition within the programme, but the problem will still linger on without second-order change that would reduce competition within the university and society.

Another frequently stated barrier to the psychological sense of community was individual differences. Some graduates expressed that it was difficult for a sense of community to exist because of differences, particularly between students. To reiterate, as one graduate stated: " I think that what you are looking at is a group of people that are thrown together not of their own choosing... This is somehow a bastardized notion of trying to create a sense of community". The key to overcoming this barrier, however, is not to control for individual differences, I believe, but instead, to work to promote the value of diversity. In respecting diversity, individual differences would be seen as a strength and not a barrier. If diversity is not fostered, then certainly individual differences will inhibit a sense of community. Thus, it might be that the barrier is not individual differences, but possibly a weakness on the part of the S-C programme and its students to adequately integrate and foster a respect for diversity, whereby individual differences would be seen as strengths. I address the issue of diversity more specifically, later on in this discussion.

Heavy workload was another stated barrier to the sense of community. While it is my perception that the workload has decreased in the last couple of years due to the elimination of an elective course following the 1984 evaluation and the introduction of a third term for students to complete course work, this is likely to still exist as a factor that reduces the sense of community. I

recall in my first year, towards the end of the first term, when a faculty member seeing how stressed the students appeared, asked us if we had any time to process what we were learning. Our response was a flat "NO". Heavy workload reduces time for process and getting to know fellow faculty and students. In addition, it also limits the time available to discuss community or global issues which are of concern to faculty and students and an important part of our work as community psychologists. Once again, workload is a problem which in part is due to the fact the the S-C programme is located within a university setting. Students are expected to meet requirements, and within WLU specifically, there is great pressure to meet these requirements within a two-year period.

The lack of support for second-year students was a theme that appeared recurrently in this evaluation. The second year was said to be a barrier not only to the psychological sense of community, but also to the support of the learning environment. In the 1984 evaluation lack of support for second and third-year students was identified as a problem area, but a task force was never formed to do anything about it. In second year, students in the S-C programme work mainly on their thesis. They do not take courses and thus have limited avenues for interacting with faculty and students. This lack of interaction, it seems, leads to disempowerment and feelings of isolation. The lack of support is once again partly a result of the way the system is set up; getting students out as quickly as possible is a priority and thus second-year students are left on their own to finish their thesis. Moreover, the lack of time and resources for faculty further inhibits spending time with second-year students.

The isolation in second year has also been created in part, I believe, by the programme's sensitivity to the special needs of some students. That is, because certain students have different needs or might live outside of Waterloo, the programme strives to fit in all course work into the first year so that students are free to work where they want in second year and are not tied to the

university. It is interesting that in trying to improve the fit between the environment and some students, the S-C programme has neglected the needs of a majority of students who are still at the university working on their thesis.

Finally, politics within the department was also stated numerous times as a barrier to the psychological sense of community. G-E/S-C relations was, in fact, a dominant theme throughout the evaluation. There appeared to be some mixed views on the issue, but overall, programme participants are not satisfied with the amount and quality of interaction between the two groups. Students in the focus-group interviews talked about a defensiveness on the part of the S-C programme in relation to the G-E programme and the "wall" that existed between the two programmes. Several faculty expressed a dissatisfaction about the lack of interaction between the two programmes and the lack of respect for diversity in not accepting G-E participants as colleagues. This issue was also identified in the 1984 evaluation as a problem area. Some changes were made after 1984 and several faculty did state that many issues have subdued, but apparently the problem still remains.

The conflicts in the psychology department at WLU are reflective of a divisiveness and power struggles that exist in the field of psychology as a whole. Chein (1966) contends that the divisiveness between experimental and applied psychology is a result of social processes that have created two sub-cultures, political struggles between the two cultures, and differing methodologies which are not understood by either group. Chein explains that political struggles began when experimental psychology which was once at the heart of psychology was forced to give up some power as psychology began to develop and other more applied sub-areas moved in. In a study conducted by Walsh (1987) influential community psychologists expressed that political struggles continue to exist, specifically between experimental and community psychology, and that experimental psychology continues to influence and have power over the

research that community psychologists do. Walsh found that "informants were concerned that community psychology's identity might be lost because of its diffusion across psychology and its susceptibility to cooptation by more powerful subdisciplines" (p. 780).

The political struggles described by Chein (1966) were very much alive in the psychology department at WLU in the 1970's and while today the two programmes coexist peacefully, there continue to be frequent tensions produced by competition for resources. Experimental psychologists outnumber the S-C group and thus the S-C programme is still often in a less-powerful position. Notwithstanding these struggles, a large number of participants expressed a desire to move beyond differences and to become a cohesive department of psychology. The divisiveness is quite distressing for some, and in particular for students, and should thus be addressed by both the G-E and S-C programme. As Chein (1966) expressed:

> I am thus, not pleading for a burial of differences. On the contrary, I am saying that we should open them up and bring them out from behind the fog of interpersonal and intergroup hostility. It is time for us to grow up and stop confusing our interpersonal and intergroup problems with the business of psychology. (p. 342)

Perhaps one of the most striking results of this evaluation is the dissatisfaction on the part of students and graduates on how the programme is paying attention to the value of diversity, especially with respect to gender, but also with respect to race and diversity of thought. Lack of diversity appeared to be the most obvious aspect of incongruency in regards to how the S-C programme is incorporating the values of community psychology in the process of training. Students, graduates (both men and women equally), and several faculty members expressed great dissatisfaction with the lack of female faculty representation. The lack of female faculty and the lack of a feminist and women's perspective were said to hinder the psychological sense of community, a supportive learning environment, and was related to a feeling of power imbalances between the faculty and students. These results correspond to Ristock's (1987) findings from

OISE in that, even though several of the S-C faculty expressed the need to hire female faculty members and were in support of feminist issues, there is a gap between these stated views and what the students are experiencing. As previously stated, the lack of female faculty members has serious implications for female students in not providing suitable mentors and role models (see Swift et al. in press; Mulvey, 1988; Bond, 1988; Linney, 1985; Bogat & Redner, 1985). Further, the lack of women faculty might also, in part, be responsible for the perceived power imbalance. With most students being women and most faculty men, the relationships within the S-C programme can be seen by students as being symbolic of the patriarchal system in which, traditionally, men are in positions of power (faculty) and women are in more subordinate positions (student).

With respect to racial and cultural diversity, graduates expressed a need for more course content on multiculturalism and more minority faculty representation. It is interesting that there is an elective offered in the programme on multicultural issues, yet it was not mentioned by graduates. This course might have been neglected by graduates, because there is no room in the course curriculum for electives and students are not encouraged to take the course. The lack of attention to multicultural issues is of particular interest to me, considering the multicultural reality of Canadian society. In fact, Canada's multicultural policy is congruent with the values of community psychology in that it encourages cultural diversity and believes that diversity is a strength for the country. Ridley's (1985) view that all psychology trainees should be adequately trained to work in a multicultural context is even more relevant in Canada and for community psychologists who believe in the value of diversity.

Finally, more evidence for a lack of diversity in the S-C programme came from the results that indicated that the programme is not interdisciplinary enough and that there is an almost "orthodox" focus on the community philosophy to the exclusion of other models of social change.

I was rather surprised at this finding, not having been aware of students' perceptions. Through a long process of reflection over the last few months, however, I have come to see that my surprise at this result was due, in part, to my own lack of diversity that I had developed with respect to what are valid explanations and theories to social change and community processes. Throughout my training in the programme I was exposed to limited views and developed a feeling of a "correct way to think". In socializing students it appears, that the S-C programme is implicitly promoting the community perspective as the only view. This contradicts Rappaport's (1977) view of the need for flexibility in community psychology professionals. It also fosters a narrow way of thinking which does not promote the field's stated value of diversity.

The results on the S-C programme's slow pace in incorporating the value of diversity relates clearly to the literature on gender and racial diversity. It appears that while respect for diversity is a focal point of the stated objectives and values of community psychology, the field has been slow in integrating these values into its agenda. There has been much talk in community psychology on diversity, and the importance of this value, but this talk is not reflected in the field's research, its processes, nor in the faculty composition of community training programmes. The S-C programme is reflective of this general phenomenon in the field. The faculty preach diversity, yet the process of training, the faculty composition, and the curriculum do not reflect the value of diversity.

Identifying Community Needs

The fourth objective of this evaluation that was to identify needs of the community that the S-C programme should be dealing with, was not fully met. Because of time constraints and the strong emphasis of the evaluation on the internal process of the programme, it was difficult to adequately address community needs. I did attempt, however, through the faculty interviews to gather some information on how the programme incorporates community and global issues into

its curriculum and what issues it might be neglecting.

Generally, the S-C faculty believe that perhaps the programme is neglecting more global issues such as the environment, race, and multiculturalism. Results also indicated, however, that the programme is beginning to address these concerns. While there appeared to be some anger and frustration on the part of some faculty in response to what they perceived to be the programme's neglect of these issues, other faculty members expressed that the S-C programme does not need to address all community needs or concerns. Indeed, expecting the programme to deal with all global and community concerns would be an impossible task in a two-year training period, especially since community needs are continually changing. There is no doubt that perhaps the S-C programme has focused heavily on mental health and school-related issues and neglected other areas such as the environment. But to a large extent the focus of any academic programme is determined by the interests of individual faculty members and individual faculty members cannot be expected to be experts in all community issues. Most important in addressing community needs would be to encourage diversity in students' theses and practica and to bring in speakers for colloquia who address a variety of topics. The changes stimulated by the 1984 evaluation as well as my own observations do indicate that this is happening.

Recommendations for Programme Development

The recommendations students and faculty of the S-C programme developed (see Section 8 of Results) have been instrumental in initiating and guiding the programme in what will probably become a very significant process of change throughout the next few years. The faculty and students based these recommendations on the evaluation results and what they perceived as important areas that required intervention. According to the principles of utilization-focused evaluation, the fact that programme participants were involved in generating the recommendations should increase the likelihood that the results and recommendations will be

used by programme participants to start changing the programme. I strongly believe that stakeholder involvement throughout every step of the evaluation has produced a sense of ownership in the recommendations and increased the trustworthiness of both the results and recommendations, evidenced by numerous committees that have been created and are presently hard at work in trying to bring about desired changes in the programme.

The recommendations developed by programme participants are, in my view, well thought out, realistic, and specific. Their one limitation, however, is that they are based solely on my feedback of the evaluation results. These recommendations do not reflect the extensive insights on the S-C programme and community psychology in general that I have gained through the evaluation process. These are insights that I have acquired through meeting with people, reviewing the literature on community psychology training, carrying out the process, and talking to graduates and other people on an informal basis about the evaluation. Therefore, in addition to those recommendations identified by the programme participants, I developed my own recommendations to the programme. I have made the following suggestions to the S-C programme:

1) That the S-C programme continue to use the results of the evaluation, including the follow-up interviews, in implementing changes and for future programme development (see stakeholder recommendation #11.) The results of this evaluation are extensive and offer suggestions and information for further programme development. The 1984 evaluation also resulted in numerous suggestions, but many were never implemented Because the process of change is long-term, the programme should continue to use the results from this evaluation throughout the next few years. It is important that the results be studied in detail to fully comprehend problem-areas and so that problems are adequately addressed.

2) That a process of continual systematic evaluation be implemented by the

programme. Rappaport (1977) discusses a "reflexivity" mechanism which the community psychology programme at the University of Michigan incorporated into its operation. "Reflexivity" was adopted as a result of concern with value clarification and consistency between practice and values/goals. This mechanism involved the annual formation of a joint student-faculty evaluation group. The purpose of the group was to provide internal and ongoing evaluation. Rappaport states that:

> it is exactly this kind of self-conscious appraisal that is necessary for creating an environment wherein social change is recognized as an ongoing process rather than an end-state; and where the setting continually reevaluates itself with regard to its stated mission. (p.402)

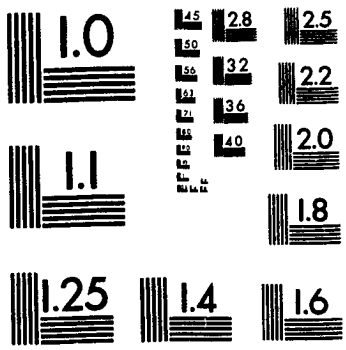
While the S-C programme has been informally evaluating itself on an ongoing basis, I suggest that it develop a more formalized system to acquire continual data on the programme. A more formalized system could involve the process of reflexivity as discussed above, in which a yearly committee is set up to collect continual data on the programme's processes and outcomes. This system would provide data on strengths, weaknesses, students' satisfaction/dissatisfaction, the community process, and what direction the programme is moving in. This process would also encourage the recognition of social change as an ongoing process.

3) That consideration be given to the positive aspects of the evaluation results when implementing changes. Before the programme jumps on a "bandwagon" and starts changing everything, it should remember that, overall, the data show that the community programme is doing a satisfactory job in meeting its outcome and process goals. In making changes the programme participants should reinforce and maintain the positive aspects of the programme. In addition, change is a long-term process and thus, there should be much thought given to the changes to be made and setting realistic time-lines so that the program does not attempt to do too much at once.

4) That the S-C programme monitor and coordinate the progress of the changes and ensure that it is moving in the desired directions. The evaluation has produced detailed data, specific recommendations for change, and has increased the programme participants' motivation for change. These end results of the evaluation do not guarantee, however, that the S-C programme will work through all the desired changes nor that the process of change does not become overwhelming. The possibilities exist that the S-C programme takes on too much or that some issues will be neglected. Throughout the evaluation, there was mention made several times of the dangers of the programme trying to change too much and too quickly. In addition, in the 1984 evaluation, there were changes recommended that were never implemented. To prevent these possible dangers, I suggest that a conscious effort be made by the S-C programme to coordinate the progress of change and ensure that it works towards its desired changes.

5) That one or two T.A.'s be assigned every year to second-year students for the purpose of the programme's development and growth. In working for programme growth and development, there are many things that students could do that would be excellent experience and that will help the S-C programme grow and develop. Some of the projects that the student(s) would be involved in could include the following: 1) helping with the practicum (seeking new practica, peer advisor to students, etc...; 2) ongoing evaluation of the programme; 3) evaluation of the programme's effectiveness in the community and of the needs of the community; 4) networking and public relations work (keeping contact with graduates of the programme and promoting the programme in the community; and 5) the WLU Community Psychology Bulletin (see suggestion 7).

6) That the S-C programme organize an annual retreat: In an evaluation of the retreat, several people expressed that the retreat had helped generate a community spirit. In addition, all respondents believed that the retreat should be an annual event used to meet various objectives.



MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS
STANDARD REFERENCE MATERIAL 1010a
(ANSI and ISO TEST CHART No 2)

Hence, based on the participants' feedback and my own observations, I suggest that a retreat be held annually by the S-C programme for diverse purposes including: regular evaluation, discussion of issues pertaining to the S-C programme or psychology department, building a community spirit, orienting new students, reflection on the processes in the programme, development of new ideas for the programme, and dealing with other issues, ideas, or concerns that may come up from year to year.

7) That the S-C programme maintain close contacts with its graduates so as to offer support and foster a network of people practicing community psychology. Paelet (1978) discusses the importance of community psychology programmes setting up support systems for their graduates. He explains that, because professors and graduates of community psychology are being "buffeted" by conservative forces, faculty could be instrumental in developing support systems for graduates so as to encourage creative involvement in the community. This support might involve arranging seminars for the exchange of ideas and planning future joint projects. Rappaport (1977) explains that "large enclaves of community psychologists can not be tolerated by the culture of the university" and thus to foster their "borderline existence", (p. 395) community psychologists must create a national network. Student involvement in this network, he suggests, may be a key to the field's continued development.

Throughout the process of the evaluation, I gained a sense of the importance of Paelet's (1978) and Rappaport's (1977) suggestions. After graduates leave the S-C programme, they appear to have limited or no contact with the S-C faculty and no knowledge of the major events or developments occurring in the programme. Further, most graduates remain highly committed to the community philosophy and many expressed interest in knowing what what was going on in the programme. Following on Rappaport and Paelet's argument then, perhaps a network for former students of the S-C programme would allow graduates of the S-C programme to continue

to foster their community ideals and to encourage and support continual efforts to practice a community philosophy and work towards social change.

There are numerous ways to create a network, but I would suggest the following:

1) Actively seeking out graduates as resources and/or consultants to help in making changes to the programme.

2) Inviting graduates on a regular basis to speak to students on their projects, job searches, and opportunities in the community, as well as to give colloquia.

3) Establishing a WLU Community Psychology bulletin or newsletter. This newsletter should in no way override or duplicate the purposes of the Psychology Graduate Newsletter. Instead, it should be part of a networking strategy and include items such as what is going on in various communities, what projects people interested in community psychology are working on, and on what the programme is doing.

4) Sponsoring reunions and seminars for continual contact, generation of joint projects, and fostering of the community model.

8) That the S-C programme be attentive to its use of language such as the disempowering distinctions of faculty members as "core and "non-core". Language plays an important role in our lives. While helping us communicate, language can also serve to maintain the status quo and is often a reflection of social forces that serve to disempower and separate people. During the evaluation, I used the words "core" and "non-core" to distinguish between faculty members who were only involved in the S-C programme (core) and those who were either minimally involved or who had cross-appointments with the G-E programme (non-core). This terminology was first used for the formal appraisal of the programme and has lingered on, being used in various meetings and in more informal ways. In using these terms during a results feedback session, a faculty member suggested that this distinction has elitist connotations and

could be disempowering for faculty who are designated as "non-core". While these terms are generally not used, it is important that the S-C faculty continue to monitor the use of their language to avoid such situations in the future. If the S-C faculty are committed to developing a community model within their training programme, then they should work at eliminating barriers that might be hindering a true community model.

9) That the S-C programme take active steps to reduce the disempowering conditions for secretaries in the university. The secretaries, in particular the Graduate Secretary, are part of the programme community and as such they should be included in brown bags, parties, and business meetings. While there has been some attempt to improve on the general condition for secretaries by including the Graduate Secretary in some events, there should be I believe more active effort to eliminate the hierarchy that exists in universities. An important step would be to work towards making the secretaries feel like a part of the programme, increasing their decision-making power, lobbying on their behalf, and valuing the important role they play for faculty and students.

10) That the faculty of the S-C programme develop a strategy to monitor how the values of community psychology are practiced. While the data show substantial commitment from the faculty to the community psychology ideals, there is some inconsistency which I believe might be the results of things such as human error, the reality of working within the constraints of an academic institution, and personal biases which might hinder putting values into practice. For these reasons, it would be highly beneficial for the faculty of the S-C programme to develop a system for monitoring and improving the fit between practice and the values of community psychology. The faculty should develop a system which they would feel comfortable in addressing their weaknesses and strengths and which would involve meeting regularly to focus on their relations as a group through a process of values clarification and interpersonal problem-

solving.

11) That the S-C programme clarify and document its mission statement and goals, including systemic goals. While the faculty whom I interviewed for development of the programme goals used in this evaluation had a good sense of the programme's objectives in training students, they stated few goals about the effect the S-C programme is trying to have on the community. Further, there are no programme documents that clearly specify what the programme's goals and objectives are. Developing these goals and a mission statement would help clarify to present and future students, as well as to faculty, what the programme is trying to accomplish in training students and the effects it strives to have in the community.

Methods and Intervention Process

In using a collaborative stakeholder-based approach in the evaluation, I aspired to establish a research relationship with S-C participants that would be empowering, increase the sense of community in the programme, and ultimately increase the utility of results. To these ends, I made all possible attempts within the constraints of time to involve stakeholders in defining objectives, designing some of the measures, making interpretations of the data, and generating recommendations.

In general, the literature on training provides examples of evaluations and other empirical studies of community psychology training programmes that reflect a more traditional research approach that excludes stakeholder participation. I do believe that this evaluation has been a good attempt to produce a closer fit between the values of community psychology and the way research should be conducted within the field. The evaluation is indeed reflective of not only my ideas, but of numerous suggestions made by participants. Through the process of the evaluation, I solicited input from participants on their views on the evaluation. This feedback from participants suggested that the evaluation had helped engender a sense of community, had been an

empowering process for those people who got involved, and that by its very nature the process had encouraged change for the better.

Most of the feedback I received disclosed a genuine appreciation for the ongoing consultation with the stakeholders. The retreat, in particular, generated a strong feeling of community and a sense of ownership in the evaluation. The amount of energy that was generated through the retreat astounded me and was very confirming and energizing. The retreat's success in culminating the collaborative approach can best be seen through the following journal entry.

> I must say the retreat was a great success. People were really participating. It was their retreat, it was finally their evaluation. I walked out of the retreat with new energy. It was a very confirming experience. The collaborative stakeholder model has paid off. I do believe in it. People can participate in making decisions (about the evaluation). They can own their own research, the evaluation. I believe in what I'm doing.

In using a stakeholder model, I was able to reduce apprehension about the evaluation. In working with stakeholders, I was "up-front" about the details of the evaluation and stressed to programme participants that the intent was to improve the programme, not to make judgements about people (Pancer, 1989). Moreover, since stakeholders were involved throughout the process, they were aware of results before the first formal feedback session. My continual feedback and comments about the evaluation to the Evaluation Committee and other S-C participants I believe, was also instrumental in reducing apprehension.

In my view, another strength of this research intervention was that the evaluation was not a means to an end, but rather change was a continual process that started with the beginning of the evaluation. Patton (1986) states that stakeholder participation in an evaluation process affects the way people look at the programme and it can stimulate insights and clarify goals. He suggests, then, that recommendations are not the sole thing that leads to change. The process of change begins with stakeholders' involvement in the process. In addition, Canford (1982) contends that

interviews can be used as a mode of intervention to initiate and encourage self-insight and to "think out loud about alternatives" (p. 52).

While the S-C programme was waiting for the final recommendations to start formally making changes, an increasing level of motivation for change was seen throughout the process of the evaluation. In providing feedback on the evaluation, one participant stated: "It (the evaluation) has made me personally think more carefully about various aspects of the S-C programme and its relationship to the rest of the department". Another participant expressed: "In some ways I think that the fact that an evaluation was being conducted prompted the 1989-1990 students to be vocal about their complaints, dissatisfaction, etc. and to deal with some issues with the faculty." Yet another participant expressed that as a result of the evaluation process he/she had "sensed a stronger correlation between what is being put into practice and what I perceive to be the values of community psychology". These statements that were made by participants before the final feedback and generation of recommendations corroborate Patton (1986) and Sanford's (1982) views and my own observations on how change is not only the end-product of an evaluation or research project. In this evaluation, I believe that change was a process that began with the first stakeholder meeting.

Patton's (1986) model for utilization-focused evaluation was very helpful and in principle not difficult to implement. The process of having stakeholders involved throughout the evaluation and the evaluator's role in helping people focus on utility, engenders empowerment, a sense of community and collaboration and is thus, an ideal model for evaluation that is congruent with the value system of community psychology.

In using this utilization-focused framework, however, I encountered several problems. First, while the ideal is a collaborative evaluation, it is very time-consuming. Due to my many other commitments and the pressure to finish my thesis, the enormous amount of time and energy that I

had to put into the evaluation process were at times a source of frustration. A second problem I encountered was lack of stakeholder participation. While the Evaluation Committee and other S-C participants were very helpful in providing ideas and insights, at times I sensed that some people were not perceiving it as their evaluation, but rather my evaluation that they were helping out with. This limited participation was most probably due to the busy schedules of all S-C participants. I do believe that there was a genuine interest in the evaluation on the part of some stakeholders, but that they were simply under too many time constraints to put more energy into it. The limited participation, however, changed with the retreat, where as described previously, S-C participants took control and put a great amount of energy into making interpretations and generating recommendations. In addition, it is evident that people are now more involved because the committees that have resulted from the evaluation are meeting regularly and appear to be quite motivated to bring positive changes to the programme. Another explanation for limited stakeholder involvement could be the fact that I had two roles in the evaluation. As explained by one participant in the evaluation feedback:

> With the evaluation happening as part of your thesis it has been too easy for individuals to distance themselves from the process, and make it your work versus the programme's process. It was easier to defend a position while remaining distant.

The conflicts between these two roles posed additional problems in that there was a dual process in the evaluation. There were two committees deciding on things, one from the thesis perspective and one from the evaluation perspective. These two perspectives conflicted at times, with stakeholders providing feedback on the thesis aspects and not specifics related to the evaluation. Because of this continual dual process I often felt frustrated and disempowered.

The fact that the evaluation was internal merits some comments. To ensure that I was capturing participants' feelings and experiences and that I was making interpretations based on the data and not only my own experiences, I tried to remain aware of my biases throughout the

data collection process and strived to maintain rigour throughout data collection and analysis by transcribing interviews verbatim and paying attention to all points of view. Having controlled for my biases, my own experiences and feelings about the programme enriched the process. During data collection, my participation in the programme facilitated the interview process, as expressed in a journal entry:

> The fact that I am not an outsider, but an active participant in the programme also enriches the process (of interviewing). I let participants tell their story by asking questions, raising points. If I share their views, I reinforce them and draw from my own experience. This brings up further in-depth exploration of points and at the same time gives them permission to openly give their opinions. After all, they're not the only ones who feel this way, I've experienced it too.

In addition, during data analysis my own experiences in the programme provided a deeper insight, which facilitated the analysis and gave greater depth to the results. There were themes that I was able to capture and results which I tied together that I might not have been aware of had I not been a student in the programme.

The major strength of the evaluation's methodology was my use of multiple methods and the collection of data from various sources. Patton (1980) states that "the paradigm of choices recognizes that different methods are appropriate for different situations" (p. 20). In selecting measures for the evaluation, I used the paradigm of choices by selecting measures that would best meet the various objectives and that would be most appropriate for the diverse groups serving as sources. The use of both qualitative and quantitative methods helped in triangulating the data, thus increasing the trustworthiness of the results. It also enriched the results by providing numbers for those stakeholders who believe this is important and also provided words for those who prefer a more holistic approach. The combination of both approaches also allowed me to initially discover what was happening in the programme through the telephone interviews and then to verify what I had discovered through the more in-depth interviews (see Patton, 1980). In

addition, I took this discovery-verification process one step further and following interpretation of the data, I used longer interviews with specifically selected graduates to further verify and add more depth to the results.

While using both qualitative and quantitative measures enriched the evaluation, for me the must fruitful and empowering process was conducting the face-to-face interviews with programme participants. Patton (1980) describes the use of qualitative measures as a holistic approach to evaluation, where a picture is put together on the social dynamics of a setting. Patton's description of qualitative evaluation concurs with my experiences in interviewing as seen by the following segments from my journal:

> I'm actually finding the whole interviewing process very exciting. It's like a picture forming. As I talk to different people, I see common themes emerge, yet every participant adds a piece, in addition to reinforcing the themes. I'm also able to get excellent recommendations for change, excellent statement for reinforcement of positive points.
>
> The evaluation is using both qualitative and quantitative methods. It started as something that would be half-half, but had slowly become predominantly qualitative. The quantitative aspects of the telephone interviews are providing some fast data, but even as I ask them and get responses, they seem vague, a big part of the picture is missing. The qualitative aspects are different, a picture gets created with each respondent and then a bigger picture is put together slowly with every interview. Respondents get a chance to tell their story, researcher gets a chance to probe, to learn more details, to understand the "whys" of things. I also believe that the qualitative interviews are producing data that are more utilization-focused. We get idea of how to change things, why things are good, bad, and what exactly needs targeting.

One thing that would have enriched the method of this evaluation would have been the inclusion of participant observations. It would have been ideal to have incorporated into the results some of my own observations about the programme. I felt, however, that participant observations were not possible in this evaluation because of my "real" role as programme

participant. While on the one hand, my being a student in the programme contributed extensive observations based on my personal experiences in the programme, on the other hand, the fact that I was already a participant complicated my ability to make true participant observations. First, I do not believe that I could have been unbiased. That is, the results I had obtained from the evaluation have helped shape what I presently think about the programme. For example, when embarking on the evaluation I was a lot more optimistic and naive about the S-C programme. The course of the evaluation has made me more realistic and has pointed out some weaknesses that I had not observed before I took on the thesis project. Second, if I were to write a section on participant observations it would impinge on my rights of confidentiality. I would automatically be hindered from writing anything of a negative note because people would know who was saying it.

The evaluation would also have been strengthened if outcome goals could have been measured using a pre-post test approach. This was impossible due to time constraints and thus a simulated pre-post test approach, based on a similar design by Foy (1988), was used whereby graduates were asked to retrospectively rate their skills or values before entering the programme and upon graduation. This design might have limitations, however, in that it is difficult to assess the accuracy of people's ability to recall their skills retrospectively. Conway and Ross (1984) contend that people might exaggerate changes they have experienced by reconstructing their past. They found that participants in an experiment tended to retrospectively disparage the skills that they had when starting a self-improvement programme as compared to a waiting-list control group. Thus, it is possible that graduates of the S-C programme might not have been accurately assessing their skill levels at either entry or graduation. However, it is important to note, that graduates did express feeling prepared to work in community settings and were all successfully employed, indicating that the S-C programme must be having some effects on students.

A final limitation of the evaluation that should be mentioned was the fact that it was solely looking at internal processes and did not look at the impact on the community or the G-E programme. Looking at the S-C programme from a more external perspective would provide useful data that would have strengthened the evaluation.

CONCLUSION

When conducting an evaluation, the major concern is to acquire information that will be relevant for stakeholders in making improvements to their programme. A main concern is not always to generalize the results to other programmes or more general implications. The results and the process of this evaluation, however, I believe have implications for the field of community psychology in general and Canadian community psychology specifically.

Of particular importance is the documentation of a thriving community psychology programme. Although this evaluation has identified the weaknesses of the S-C programme, it also points quite clearly to the strengths and the ability of a community programme to survive despite many organizational problems which have influenced its development. The S-C programme has improved throughout the years and has gained the respect of many members of the G-E programme. This points to some optimism for the field of community psychology. Despite the influences of a patriarchal society and university system, the S-C programme has been successful in incorporating a community perspective into the process of training. In so doing, it has also demonstrated to some more traditional psychologists in its department that there is a place for the study of community in psychology.

The survival, growth, and development of the S-C programme have specific implications for Canadian community psychology in view of the fact that numerous Canadian training programmes in community psychology have been weakening in the last few years. The energy and commitment evidenced in the S-C programme provide some optimism, for the future of community psychology in Canada. Moreover, there is a move in Canada towards a more community-oriented approach as indicated by two Federal government reports (Epp, 1988; Epp, 1986) which outlined a community model for the health needs of the nation. If community psychology has survived and, in fact, has thrived in some departments such as at WLU, then one

would imagine that these programmes will continue to grow and develop as the country moves towards a political acceptance of the model which community psychology promotes. One can hope that the success of the S-C programme and its graduates as well as a move towards a community model will help promote community psychology in Canada.

Despite the improvements of the S-C programme in regards to its process and its relationship within the psychology department, the evaluation has also pointed to many things that the programme still struggles with and that the literature implies are issues that community psychology as a field also struggles with. Rappaport (1977) appears to have been quite accurate in warning about the culture of an academic institution which might hinder the social-change processes which community psychology strives for. In the S-C programme, there appears to be a very strong commitment to social change and the values of community psychology, yet, the data point directly to many weaknesses in these areas. Through the evaluation I was specifically able to identify how numerous issues that the S-C programme struggles with are in a large part reflective of the influences of a patriarchal society and the constraints of an academic institution which is representative of the larger society. The S-C programme makes an effort to overcome these obstacles, but is still influenced by the larger society and the academic institution as seen by the problems encountered with competitiveness, a weakness in encouraging respect for diversity, the lack of women faculty members, and the power struggles that it is very much a part of within the psychology department. To reiterate, the statement of one faculty member which sums it up quite well:

> I think that we get stuck in the same kinds of unhealthy orientations that the broader milieu has, and it's a cultural problem. The force of that culture is very powerful and going beyond that is not an easy matter... I think that the programme struggles with it.

Community psychology has disengaged itself from many of the more traditional processes,

skills, and views of psychology, but there is evidence (through the literature and this evaluation) to suggest that many of the changes appear mostly in the theory and stated objectives and values of the field and are not effectively being put into practice. As Mulvey (1988) states:

> Community psychology, then, for all our rhetoric about psychology's implicit values, is perhaps not so different from the rest of psychology or from other professions. The composition of our membership is largely middle and upper middle class. It is composed of more men than women. It is housed primarily in academic and mental health settings and is thus removed from the community. (p. 81)

Mulvey's statement, like the results of this evaluation should not be a point of discouragement, but instead should encourage community psychologists to continue developing the field and to specifically attend to processes in training programmes so as to foster change and work to produce a better fit between the practice and theory of community psychology. Trickett et al. (1984) emphasize the importance of looking at community psychology training programmes as interventions within universities and examining the development and processes within these programmes. If community psychologists are trying to foster the field and change communities by educating future community psychologists and M.A. practitioners who will go out and be social-change agents, then training programmes are in fact an intervention whose influences will be noticed in our communities. Examining these interventions within the university will increase understanding of community psychology's strengths and weaknesses as well as the process by which community psychologists do their work. If there are contradictions in what one is preaching and how one is training students, then perhaps there are also inconsistencies in how one is working with citizens in the community.

This evaluation has provided a comprehensive and detailed view of the processes and outcomes of a community psychology programme. Through the evaluation, the S-C programme has been able to identify its weaknesses and needed areas of change. This process has encouraged

growth and development in the S-C programme. Hence, this intervention has hopefully provided some confirmation of the importance of community psychology's stated commitment to self-appraisal and evaluation. What this evaluation has provided for the S-C programme, more widespread evaluations of community psychology can provide for the field as a whole. That is, more extensive, close attention to the processes and outcomes of training programmes would help the field see its strengths and weaknesses and would also be a move toward positive development in community psychology.

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APPENDIX A

Timeline of Data Collection

DATA COLLECTION TIMELINE

Measure	Time Period
Focus-Group Interviews with Students	April 1990
Faculty Interviews	April 1990 - September 1990
Interview with Field Placement Supervisor	May 1990
Telephone Interviews with Graduates	May 1990
Mailed Questionnaire to Students who Withdrew	July 1990
Interview with the Chair of the Psychology Department	August 1990
Interview with the Graduate Secretary	August 1990
Follow-up Interviews	November 1990 - January 1991

APPENDIX B

Telephone Questionnaire

Code _____

Gender _____

Researcher_____

Hi, this is _____ from the social-community program at Wilfrid Laurier University. You should have received a letter from (me/Judit Alcalde) about an evaluation of the social-community program that we are presently conducting as well as a copy of a questionnaire. As you probably already know, this evaluation is part of my (Judit's) thesis under Richard Walsh's supervision.

I'm seeking your cooperation in obtaining some necessary and useful information for the evaluation. Would you be willing to participate either now or at a future time that is convenient to you in a phone interview that should take no more than 40 minutes? I will be following the format of the questionnaire that you have received, and thus it would be helpful if you have it with you for the interview. Let me first remind you that all your answers will remain confidential and that you are free to stop me or to ask questions at any time.

Yes_____
No_____

*If future time...

Date_____

Day _____

Time_____

PART I

There are three parts to the interview. To move along quicker, you can follow with your questionnaire, and select the responses from the scales that are provided. Due to the length of the interview, I would appreciate it if we could limit the length of the open-ended answers. Upon completion of all the telephone interviews, I will be selecting between 5 to 8 people to participate in a personal interview, and it's at that time that I intend to get more detailed qualitative data.

*In the first part of the interview, we are assessing whether the presently defined program goals that relate to students are being met. The first 4 questions relate to the program goals of increased employability, preparation for Ph.D level work, and employability in community settings. I will be making a series of statements and I would like you to tell me for each statement to what extent you agree or disagree. *(If the respondent feels that the question is not applicable, indicate NA beside it)*

1. Going through the S-C program has increased my general level of employability.

   1 - strongly agree 2 - agree 3 - somewhat agree
   4 - neither agree nor disagree 5 - disagree 6 - somewhat disagree
   7 - strongly disagree

2. Having completed the S-C program, I am well prepared to work in community settings.

   1 - strongly agree 2 - agree 3 - somewhat agree
   4 - neither agree nor disagree 5 - disagree 6 - somewhat disagree
   7 - strongly disagree

3. The training I received in the S-C program has been beneficial to the jobs I have held since completion of the program.

   1 - strongly agree 2 - agree 3 - somewhat agree
   4 - neither agree nor disagree 5 - disagree 6 - somewhat disagree
   7 - strongly disagree

   **(Ask respondent this question only if he/she has pursued more advanced graduate work)*

4. The S-C program did a good job of preparing me for Ph.D-level work.

   1 - strongly agree 2 - agree 3 - somewhat agree
   4 - neither agree nor disagree 5 - disagree 6 - somewhat disagree
   7 - strongly disagree

The next set of questions relate to the program goals of increasing level of skill or knowledge in various areas. For each area, I will first ask you to assess your level of skill or knowledge at the time of entering the program. Next, I will ask you to assess your level of skill or knowledge upon graduating from the program. Finally I will ask you to account for these changes or lack of changes for all the areas. (For example, extra reading might have accounted for some increase in skill level or not attending classes might account for a smaller increase in skill than would be expected.) For the remainder of the closed-ended questions, we'll be using the same scale that you will find at the top of each page.

5. a) What was your level of skill in community research (including statistics and program evaluation) at the time of entering the S-C program?

1 - very high 2 - high 3 - somewhat high
4 - medium 5 - somewhat low 6 - low
7 - very low

b) What was your level of skill in community research upon graduating from the S-C program?

1 - very high 2 - high 3 - somewhat high
4 - medium 5 - somewhat low 6 - low
7 - very low

6. a) What was your level of skill at consultation, program development and organization at the time that you entered the S-C program?

1 - very high 2 - high 3 - somewhat high
4 - medium 5 - somewhat low 6 - low
7 - very low

b) What was your level of skill at consultation, program development and organization upon graduating from the S-C program?

1 - very high 2 - high 3 - somewhat high
4 - medium 5 - somewhat low 6 - low
7 - very low

7. a) What was your level of knowledge of community psychology and social intervention theory at the time that you entered the S-C program?

1 - very high 2 - high 3 - somewhat high
4 - medium 5 - somewhat low 6 - low
7 - very low

b) What was your level of knowledge of community psychology and social intervention theory upon graduating from the S-C program?

1 - very high	2 - high	3 - somewhat high
4 - medium	5 - somewhat low	6 - low
7 - very low		

8. How do you account for the changes or lack of changes?

9. What other skills did you acquire through the S-C program?

10. What other skills do you believe the S-C program should deal with?

11. The following are courses that have been offered in the S-C program. If you took the course, I would like you to rate its usefulness (using the same scale) in increasing your level of skill and/or knowledge of community psychology and social intervention.

1 - very high 2 - high 3 - somewhat high
4 - medium 5 - somewhat low 6 - low
7 - very low

1. Statistics _____
2. Community Psychology _____
3. Social and Community Intervention _____
4. Field Methods _____
5. Program Evaluation _____
6. Community Practicum _____
7. Applied Social Psychology _____
8. Multicultural Perspectives _____
9. Group Processes _____
10. Other _____ _____

The next few questions relate to other goals of the program that deal with the socialization of students and values of community psychology.

12. a) What was your level of understanding of the community perspective to psychological problems when entering the S-C program?

1 - very high 2 - high 3 - somewhat high
4 - medium 5 - somewhat low 6 - low
7 - very low

b) What was your level of understanding of the community perspective to psychological problems upon graduating from the S-C program?

1 - very high 2 - high 3 - somewhat high
4 - medium 5 - somewhat low 6 - low
7 - very low

c) How would you account for this change or lack of change...

13. a) What was your level of commitment to social intervention in an empowering, preventive and collaborative way when entering the S-C program?

1 - very high 2 - high 3 - somewhat high
4 - medium 5 - somewhat low 6 - low
7 - very low

b) What was your level of commitment to social intervention in an empowering, preventive and collaborative way upon graduating from the S-C program?

1 - very high 2 - high 3 - somewhat high
4 - medium 5 - somewhat low 6 - low
7 - very low

c) How can you account for this change or lack of change...

14. a) The following are some of the defined values of community psychology. I would like you to tell me (using the same scale) how much you identified with each value at the time that you came into the S-C program.

1 - very high 2 - high 3 - somewhat high
4 - medium 5 - somewhat low 6 - low
7 - very low

1. empowerment _____ 2. prevention _____ 3. respect for diversity _____

b) How much did you identify with each value upon graduating from the S-C program?

1. empowerment _____ 2. prevention _____ 3. respect for diversity _____.

c) Are there other values with which you identify that you believe define community psychology?

15. a) Now, I would like you to tell me to what extent you incorporate the following values or skills into your professional work?

1 - very high 2 - high 3 - somewhat high
4 - medium 5 - somewhat low 6 - low
7 - very low

1. empowerment _____ 2. prevention _____
3. qualitative research methods _____ 4. collaboration _____
5. respect for diversity_____ 6. social intervention _____

b) Are there other values or skills of community psychology which you incorporate into your work?

The next few questions deal with process goals of the S-C program. That is, we are trying to see whether the process of training is being carried out in ways that are consistent with the philosophy and value system of community psychology.

16. To what extent were the values of community psychology incorporated into the process of training in the S-C program? In other words, to what extent does the program practice what it preaches? **(That is for example, taking the value of empowerment, did you feel that the faculty used an empowering educational model in dealing with the students).*

1 - very high 2 - high 3 - somewhat high
4 - medium 5 - somewhat low 6 - low
7 - very low

17. Using the same scale, how would you describe the opportunities for collaborative work with faculty in the S-C program?

1 - very high 2 - high 3 - somewhat high
4 - medium 5 - somewhat low 6 - low
7 - very low

18. Using the same scale, how would you describe the opportunities for collaborative work with student colleagues in the S-C program?

1 - very high 2 - high 3 - somewhat high
4 - medium 5 - somewhat low 6 - low
7 - very low

19. a) Using the same scale, how would you describe the psychological sense of community in the S-C program?

1 - very high 2 - high 3 - somewhat high
4 - medium 5 - somewhat low 6 - low
7 - very low

b) What factors do you believe contributed to the psychological sense of community?

c) What factors do you believe reduced the psychological sense of community?

20. a) Using the same scale, how would you rate the level of support of the learning environment in the S-C program?

1 - very high 2 - high 3 - somewhat high
4 - medium 5 - somewhat low 6 - low
7 - very low

b) What factors do you believe contributed to a supportive learning environment?

c) What factors do you believe reduced the level of support of the learning environment?

O.K. this completes the first part of the questionnaire.

PART II

Now, I will be asking you some questions that will assess other aspects of the program that are not specifically defined in the goals, but that have been identified as important to look at in the evaluation. These next two sections are much shorter than the first one, so we should be finished shortly.

1. How would you rate your level of satisfaction with your experience in the S-C program?

   1 - very high 2 - high 3 - somewhat high
   4 - medium 5 - somewhat low 6 - low
   7 - very low

2. What are some of the things that you liked about the S-C program?

3. a) What are some of the things that you disliked about the S-C program?

   b) If you believe some of these things should be changed, how would you change them?

4. a) What level of interest would you have for a Ph.D program in social-community psychology at Wilfrid Laurier University?

1 - very high 2 - high 3 - somewhat high
4 - medium 5 - somewhat low 6 - low
7 - very low

b) To what extent do you believe other colleagues would be interested in a Ph.D program?

1 - very high 2 - high 3 - somewhat high
4 - medium 5 - somewhat low 6 - low
7 - very low

5. a) In specific reference to the issue of non sexism, to what degree do you believe the value of non discrimination to be reflected in the S-C program?

1 - very high 2 - high 3 - somewhat high
4 - medium 5 - somewhat low 6 - low
7 - very low

b) Using the same scale, what level of need do you believe there is for changes in the program such as:

(a) developing a sexual harassment policy _____
(b) hiring more women faculty _____
(c) including more course content on feminism or gender relations _____

6. a) In specific reference to cultural or ethnic diversity, to what degree do you believe the value of non discrimination to be reflected in the program?

1 - very high 2 - high 3 - somewhat high
4 - medium 5 - somewhat low 6 - low
7 - very low

b) Using the same scale, what level of need do you believe there is for changes in the program such as:

(a) developing a race relations policy _____
(b) hiring faculty from different minorities _____
(c) including more course content on racism and multiculturalism _____

PART III

In this last section I would like to find out some background information on yourself.

1. How old were you when you entered the S-C program? _____

2. In what year did you enter the S-C program? _____

3. In what year did you complete the S-C program? _____

4. Were you enroled as a part-time or full-time student? _____

5. While enroled in the S-C program did you have any dependents. If yes, please specify.

   _____

6. What was your occupation before entering the S-C program?

   _____

7. Upon completing the S-C program: a) Did you enter another educational program? b) Did you start working?, or c) Other _____

   If you entered another program, what institution and what type of program did you enrole in?

   _____

   If you started working, where did you work, and what was your job title?

   _____

   _____

O.K., this completes the interview. At this time I would like to ask you whether if necessary, you would be willing to participate in a qualitative interview that should take one to one and a half hours? We have a budget for my (Judit's) traveling and long distance calls so this should not be a problem. As mentioned before there will be 5-8 people chosen for these interviews from approximately 40 telephone survey participants.

Yes _____ *No*_____

Once the data are collected and analyzed, you should be receiving a summary from me. You can expect this sometime in the early fall. At about the same time the data will be presented to the S-C faculty and then to Grad Studies, with the intention of making changes to the program. Do you have any questions?

Thank-you very much for your collaboration.

APPENDIX C

Letter to Telephone Interview Participants

Dear S-C graduate:

Some time ago you received a letter from me about an evaluation of the WLU M.A. program in social-community psychology that I am carrying out under the supervision of Dr. Richard Walsh, Program Director. As stated in my first correspondence with you, this evaluation will be the starting point of some intended changes to the program and will at the same time constitute my M.A. thesis.

As part of the data collection for the evaluation, we will be carrying out telephone interviews with people who enrolled in the program in the period from 1981 to 1987. The telephone interview is a combination of closed and open-ended questions and should take no more than a half hour to complete. I have enclosed a copy of the questionnaire that we will use during the interview so as to facilitate the process.

You should expect to hear from either a research assistant or myself within the next few weeks with the intention of scheduling a time for the interview. If you should have any questions or comments before we contact you, either call me at 884-1970, extension 2929 or leave a message at 884-3310. You may also contact Richard at 884-1970, extension 2630.

Thank you very much for your cooperation.

Sincerely,

Judit Alcalde

APPENDIX D

Faculty Interview Guide

FACULTY INTERVIEW GUIDE

Background

1. When did you first become affiliated with the S-C program?

2. Why did you come to Laurier and the S-C program?

3. Tell me something about your training and experience.

Goals of the Program

1. What do you believe is the most important goal of the program?

2. What do you see the program doing for students?

3. a) How effectively do you believe the program is in training students in the skills and values of community psychology?
   b) How can we improve on this?

4. a) In what ways is the program practicing what it preaches?
   b) How much collaboration in research and other projects is there between faculty and between faculty and students? Do you have any examples?
   c) How can we improve on the process of training and program activities to make it more congruent with the values of community psychology?

Community Needs

1. How well do you believe the program pays attention to community needs in designing its curriculum?

2. What issues is the program neglecting?

Student Satisfaction and Quality of Life

1. What is your perception of student satisfaction in the S-C program?

2. How can we improve on student satisfaction?

3. What do you believe are the main concerns of students?

Faculty Satisfaction and Quality of Life

1. Can you comment on your satisfaction/dissatisfaction with your involvement in the S-C program

2. How strongly do you identify with the S-C program?

3. What are some of the problems for faculty? (e.g. space, time...)

4. What do you gain from the S-C program that you might not gain from other psychology programs?

5. How does the G-E program affect the S-C program?

University Structure

1. How do the university structure, rules and regulations affect the S-C program?

Ph.D Program

1. How do you believe a Ph.D program will affect the present M.A. program?

2. What do you believe would be the benefits and risks of a Ph.D program?

The Evaluation

1. How do you believe faculty in general feel about the evaluation?

2. a) How actively do you believe people are participating in the evaluation?
   b) Why?

3. How would you like the evaluation to be used?

The Interview

1. Is there anything you would like to add?

2. How do you feel about this interview?

APPENDIX E

Interview Guide for the Chair of the Department

Interview Guide for Interview with the Chair of the Psychology Department

1) Can you comment on the role of the S-C program within the larger psychology department? What are the strengths, that is how does the program have the potential of enriching the department?

2) Can you comment on the role of the S-C program within the larger university community? What are the strengths, that is how does the program have the potential of enriching the university community?

3) How has the S-C program been perceived in the psychology department as a whole?

4) The data that I have to date suggests that there is some concern amongst S-C students, past and former as well as amongst some faculty about the lack of interaction between G-E and S-C. There will certainly be a recommendation to do something about this, and in fact a few people are already looking into this. What suggestions do you have? What does G-E feel about this? Would they be willing to join in to come up with ideas, strategies?

5) How has the program been perceived in the larger university community? How has this changed in the last several years?

6) How long have you been in the Psychology department?

7) In what capacity(s) do you or have you dealt with the S-C program?

8) What are some of the limitations that the S-C program might experience in terms of what trying to accomplish some of its goals?

10) How do you believe that the evaluation of the S-C program is perceived by other members of the department?

11) How would you like to see the evaluation being used? What are our limitations?

APPENDIX F

Interview Guide for the Graduate Secretary

Interview Guide for Interview with Graduate Secretary

I'd like to begin by explaining to you what I am doing in this evaluation, and how we are focusing it....The purpose is not to get anybody in trouble or to make problems in the program, the purpose is to make the program better, to improve on it. For this purpose we want as much feedback as possible. I'd like to stress that I am ensuring complete confidentiality. I do not discuss the data with anybody else except Richard, and some of it if I'm asked to even he won't hear. I do not tell Richard who said what. The data will be lumped together, with no reference to specific names. I will not quote you without your permission and nothing that I will say will identify you.

1) How long have you been working for the psychology department at WLU?

2) As graduate secretary you get to to talk to most students and faculty and I'm sure you get to see a lot of what goes on in the department. Could you comment on your observations of faculty-student relations. That is, how much respect do you see, how much tension, how much support for students?

3) What do you believe are some other problems for students?

4) Can you tell me a little about your satisfaction/dissatisfaction with your involvement in the programme?

5) How much support or respect do you believe you get from the faculty?

6) The purpose of the evaluation is to improve on the S-C program. As someone who sees a lot of what is going on, I would like to know what changes you believe would be helpful to make in the S-C program? What changes would you like to see for yourself?

7) Is there anything you would like to add, or anything else you believe you should be asked?

APPENDIX G

Interview Guide for Follow-up Interviews

Graduates' Follow-up Interview Guide

1. Thesis

One area that I did not address directly in the phone interviews is the thesis. Could you comment on your experience in doing the thesis? What did you gain from doing your MA thesis? How useful did you find the thesis to be? How do you believe the thesis part of the program could be improved? What do you believe the program should do to increase support and satisfaction with the thesis year?

2. Field Methods

The data show that overall graduates of the program found Field Methods to be the least useful course that is presently offered in the S-C program. The course was taken over by another professor in the Winter term of 1987. While the usefulness appears to have increased with the new professor, the scores for 1987 are still not as good as for other courses. Why do you think this is so? What are your impressions of the usefulness of Field Methods? How can they make Field Methods a more useful course?

3. Statistics

The data show some dissatisfaction with Statistics. What were some of the sources of dissatisfaction with statistics in the year that you took it? What kinds of things do you need to know to do statistics once you leave the program? What other changes do you believe should be made to the course to make it more useful?

4. The Practicum

The data show some mixed feelings about the practicum. Can you comment briefly on your experience in the practicum? How could the practicum be improved?

5. Course on organizational/managerial aspects

Twelve graduates of the program as well as some presently enrolled students have mentioned that the program needs to include in its curriculum a course on organizational and managerial aspects of working in the community. What do you think such a course should include in its content? How do you think such a course should be taught?

6. Preparation for Ph.D-level work

Nine graduates of the program who participated in the phone interviews have pursued Ph.D level work. Data from these nine people show that some students do not feel very well prepared for Ph.D-level work after leaving the S-C program. Why do you believe this is so? How can the program improve on preparing students for Ph.D work? If you have pursued Ph.D work, what gaps did you find in the way the S-C program prepared you?

7. Ph.D Program in Community Psychology

The S-C program is interested in developing a Ph.D in Community Psychology. What shape and form do you believe such a Ph.D program should take? What should the curriculum be like? What should the process be like?

8. Interdisciplinary Approach

The data show that there is some feeling amongst present students that the curriculum is too limited and that the S-C program should take a broader focus, that is, more of an interdisciplinary approach. What are your feelings about this? How do you believe that the program can incorporate more of an interdisciplinary approach into its curriculum and process?

9. Sense of Community

One of the goals of the S-C program is to create a psychological sense of community. Do you believe this goal was being met in your year? How important do you believe this goal to be? Are there reasons why this goal might not be important? What can be done to improve on the sense of community?

10. Practicing what is Preached

There is some indication from the data that what is preached is not being practiced in the program as well as it might be. How do you believe the program could improve on this? What are some barriers or limitations the program might face in terms of trying to practice what it preaches? How important do you believe that practicing what you preach is in a community psychology training program?

11. Power Imbalance

One theme that emerged from the interviews with presently enrolled students in the S-C program was that of a power imbalance between faculty and students? What was it like in your year? What can be done to overcome this imbalance?

12. Other ideas or comments

APPENDIX H

Initial Letters to Stakeholders

Dear S-C graduate:

I am undertaking an evaluation of the M.A. program in social-community psychology at Wilfrid Laurier University, under the supervision of Dr. Richard Walsh, Program Director. This evaluation will be the starting point of some intended changes to the program and will at the same time constitute my M.A. thesis. I would like to carry out the evaluation using a stakeholder approach. What this implies is that anybody who has a stake in the program will be invited to participate in the evaluation committee, will be informed of the process and outcomes of the evaluation and will be encouraged to give suggestions and input into the process and methodology of the evaluation. This procedure will hopefully increase the usefulness and quality of the evaluation.

I consider you as a graduate of the program to be a stakeholder. That is, I feel that the outcome of the evaluation and the implications for change that it will have might be of some concern or importance to you. At the same time, I feel that your familiarity with the program could be of some use in defining the evaluation process. Of course, as a graduate you will be contacted during the data collection stage to participate in the evaluation.

At this point, however, my reasons for this letter are twofold. First, I would like to know if you are interested in participating in the actual process of the evaluation. An initial meeting, open to all stakeholders, will be held at Wilfrid Laurier University **on Monday, October 16, 7.30 p.m. in room 2E6-2 of the Arts Building.** At this meeting, I will outline the particulars of the evaluation, stakeholders will be given a chance to express their concerns or ideas, and an evaluation committee will be selected. If you cannot attend the meeting, you could still participate by expressing your views and keeping up to date on the process and outcome of the evaluation. Your cooperation in the evaluation is quite valuable, and I look forward to your input.

Secondly, I would like to request your permission at this point to review your file. Information contained in the graduate files, such as age, statement of interests prior to entering the program and perhaps G.P.A. will be useful in conducting the evaluation. While confidentiality is ensured, I would still like your permission prior to proceeding with a review of the files.

In order to know whether you will be attending the meeting and to get your permission for reviewing your file I would appreciate if you could please fill out the attached form and return it to me as soon as possible. If you have any questions, feel free to call me at 745-7941 (evenings) or Dr. Walsh at 884-1970 (ext. 2630).

Thank-you for your time.

Sincerely,

Judit Alcalde
M.A. candidate

Name _____

Mailing Address _____

_____

_____

Phone Number _____

Please check off the appropriate statements.

_____I will be attending the the first stakeholders' meeting.

_____I will not be attending the meeting.

_____I would like to be kept informed of the process and outcomes of the evaluation.

_____I give permission for my file to be reviewed by Judit Alcalde with the understood condition that the information will remain confidential.

_____I would prefer that my file not be reviewed.

Comments:

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September 18, 1989

Dear friend:

I am undertaking an evaluation of the M.A. program in social - community psychology at Wilfrid Laurier University, under the supervision of Dr. Richard Walsh, Program Director. This evaluation will be the starting point of some intended changes to the program and will at the same time constitute my M.A. thesis. I would like to carry out the evaluation using a stakeholder approach. What this implies is that anybody who has a stake in the program will be invited to participate in the evaluation committee, will be informed of the process and outcomes of the evaluation and will be encouraged to give suggestions and input into the process and methodology of the evaluation. This procedure will hopefully increase the usefulness and quality of the evaluation.

I consider you to be a stakeholder of the social-community program. That is, I feel that the outcome of the evaluation and the implications for change that it will have might be of some concern or importance to you. At the same time, I feel that your familiarity with the program could be of some use in defining the evaluation process.

At this point, I would like to know if you are interested in participating in the actual process of the evaluation. An initial meeting, open to all stakeholders, will be held at Wilfrid Laurier University **on Monday, October 16, 7.30 p.m. in room 2E6-2 in the Arts Building.** At this meeting, I will outline the particulars of the evaluation, stakeholders will be given a chance to express their concerns or ideas, and an evaluation committee will be selected. If you cannot attend the meeting, you could still participate by expressing your views and keeping up to date on the process and outcome of the evaluation. Stakeholder cooperation in the evaluation is quite valuable, and I look forward to your input.

Please fill out the enclosed form and return it to me as soon as possible so that I will know if and how you intend to participate. If you have any questions feel free to call me at 745-7941 (evenings) or Dr. Walsh at 884-1970, extension 2630.

Thank-you for your time.

Sincerely,

Judit Alcalde

Mailing Address _____

_____

_____

Phone Number _____

Please check off the appropriate statements.

_____I will be attending the the first stakeholders' meeting.

_____I will not be attending the meeting.

_____I would like to be kept informed of the process and outcomes of the evaluation.

Comments:

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APPENDIX I

Outline for Development of Recommendations

Guidelines for Group Work on Recommendations

You are to take each of the themes assigned to your group and work through the following process.

1. Consider what the implications of the finding are. What is a possible explanation for this? What can the program do to improve on this?

2. Consider limitations to change. What are the barriers to changing this aspect of the program (e.g. university regulations, lack of resources,etc..)? What can we do to overcome these barriers?

3. Consider what question remained unanswered. Do we need to know more before we can effect change in this area? If we do, how can the program get this information?

4. Based on the above discussion formulate a recommendation. What is the action implication of the above discussion? What is a realistic recommendation that the program can work with?

5. When developing the recommendations consider the following:

   a. The recommendations should clearly follow from and be based on the evaluation findings.
   b. Distinguish between short-term (6 mos to 1 year) and recommendations aimed at the long term development of the program.
   c. How strongly is this recommendation supported by the data?
   d. A recommendation could include multiple options.
   e. Distinguish between recommendations that involve a firm belief that some action should be taken and recommendations that are meant merely to stimulate discussion or suggestions that might become part of an agenda for future consideration and action.
   f. Focus on actions that are feasible and over which we have some control.

6. Build a case for each recommendation, showing which findings, interpretations and judgements combine to support each of the designated options.

Remember that you have limited time and should work through each of the issues.

APPENDIX J

Feedback to Participants

Dear S-C graduate:

Enclosed you will find a summary of the results of the evaluation of the S-C programme which you participated in during the spring/summer of 1990. I have also included a summary of the graduate telephone interviews and for those of you who participated in the follow-up interviews a copy of these results.

The purpose of the evaluation was to collect useful information on the S-C programme that would help in making needed changes to the programme and to initiate this process of change. Because of the close attention to utility and the importance of the end-goal of change in conducting the evaluation, I have included in the summary an overview of the recommendations as well as how the programme has initiated change. I hope that this information along with the summaries of the results and major themes of the evaluation will be informative and answer any questions you may have concerning the evaluation. If you would like more information please do not hesitate to contact my advisor, Richard Walsh at 884-1970, extension 2630.

I would also like to take this opportunity to thank you very much for all your help and participation in this project. I greatly appreciate your time and the extensive participation from graduates, faculty, and students has both enriched the evaluation and provided for a very rewarding thesis experience. Certainly the most rewarding and enjoyable aspect of this thesis was my interviews with S-C participants, past and present.

Sincerely,

Judit Alcalde

May 7, 1991

Dear S-C participant:

Please find enclosed a summary of the results and process of the evaluation of the S-C programme. I hope that this summary will be useful to you. In addition, there will be at least one copy of my thesis on reserve with Betty by early June.

I would also like to take this opportunity to thank you very much for all your help and participation in this project. In particular, I greatly appreciate the time that was taken by faculty and some students to participate in interviews. These extensive interviews have both enriched the evaluation and provided for a very rewarding thesis experience. Certainly the most rewarding and enjoyable aspect of this thesis was my interviews with S-C participants, past and present.

Sincerely,

Judit Alcalde

EVALUATION OF THE SOCIAL-COMMUNITY PROGRAMME

SUMMARY OF PROCESS AND RESULTS

Method and Process

The main objectives of the evaluation were to assess to what extent the programme is meeting its process and outcome goals, to collect qualitative data on students and faculty's experiences, and to identify needed changes to the programme. Data were collected from: 1) 33 graduates of the programme through the use of a telephone questionnaire consisting of both open and closed-ended questions; 2) 12 students who were enrolled in the programme in April 1990 through the use of three focus-group interviews; 3) open-ended interviews with all S-C faculty; 4) three people who had withdrawn before completion of the programme through the use of a mailed questionnaire, 5) open-ended interviews with the Graduate Secretary, the Field Placement Supervisor, and the Chair of the psychology department. Once these data were analyzed, follow-up interviews with five graduates who had participated in the telephone interviews were conducted for the purpose of clarifying weaknesses in the data and obtaining more descriptive information from graduates to help with implementation of the recommendations.

The process of the evaluation involved a utilization-focused stakeholder model, whereby I worked closely with faculty, students, some support staff, and a graduate of the programme throughout the entirety of the evaluation. The main purpose in consulting with stakeholders was to ensure that the evaluation addressed their needs and questions and to consequently increase the utility of the results for making desired and needed changes to the programme. Following analysis of the data and feedback to S-C faculty and students, a one-day retreat was held, where the main themes of the evaluation results were defined and recommendations were generated. Subsequently, various committees have been formed to act on the recommendations. The programme is making changes to improve on the process of training and a proposal for complete re-design of the curriculum will be submitted to the Dean of Graduate Studies by September 1991. The proposal will include room for electives in various areas identified by the data and more effective integration of the courses.

Major Themes of the Results

The results indicated that the S-C programme is doing a good job of meeting its outcome goals. In general, students are successful in obtaining jobs in community-related fields and feel adequately prepared to work out in the community or in research-related positions. In regards to process, graduates and faculty expressed a fair amount of satisfaction with their experiences in the programme. The student focus-group interviews, however, revealed a lot of dissatisfaction. Further, data from all sources indicate that there is room for improvement in the process of training and faculty-student relationships.

While the data are extensive, a large part of the results readily converged in that various groups talked about the same issues. The main themes of the evaluation are presented below.

1. Competitiveness. Competitiveness amongst students came up in a few instances throughout the evaluation. It was stated to be a problem which caused dissatisfaction, reduced the sense of community, and reduced the support of the learning environment.

2. Lack of support for second-year students. Lack of support for second-year students was talked about quite extensively as a source of dissatisfaction. Many students and graduates expressed that the programme did not adequately support students while they were working on the thesis and consequently the thesis was less satisfying and at times alienating.

3. G-E/S-C relations. Lack of interaction and political problems between the G-E and S-C programmes were mentioned across most groups as a source of dissatisfaction. Results indicated that people across groups felt that the S-C and G-E programmes should be interacting more and that it was time to put an end to existing conflicts.

4. Recent improvement in the programme. Several sources of data pointed to an improvement in the S-C programme in the last few years. These improvements were said to be in relation to how the programme incorporates the values of community psychology into the process of training, but there has also been an improvement in the curriculum as well as a reduction in the course work load.

5. Inconsistencies in values and practice. All sources referred to a weakness in how the faculty incorporate the values of community psychology into the process of training.

6. Gender issues. Throughout the data there are numerous examples of dissatisfaction with the lack of women faculty, lack of feminist content, and a lack of a feminist process.

7. Lack of resources. At various times throughout the evaluation it was mentioned that the there is a lack of resources in the university (such as space, time, and money) for the faculty in particular, but also for students. This lack of resources was said to hinder an ideal process of training.

8. Lack of flexibility of approach. A lack of interdisciplinary focus and a lack of respect for intellectual diversity in the S-C programme were mentioned at several times throughout the evaluation.

9. Statistics course. Several sources mentioned that the statistics course was a common source of dissatisfaction and anxiety for students.

10. Problems with some of the faculty. There was mention throughout the evaluation of conflicts with individual faculty members and how some faculty's individual agendas resulted in incongruencies between the values and practice of community psychology.

11. University systemic problems. Several people from various sources mentioned that the programme was affected by problems within the larger university system, such as lack of attention to graduate students and institutional sexism.

12. Low sense of community. While the graduates' mean rating of the sense of community in the S-C programme was somewhat high, several graduates and other sources talked about how the sense of community is not as high as it should be.

The following table outlines in which groups the themes appeared. I should note that at times the themes arose spontaneously in interviews, while at other times they were supported in response to a specific question that asked participants whether they perceived the theme or issue to

exist when they were in the programme. In the table, I distinguish between issues that were not pre-determined but arose spontaneously (marked by an X) and those that participants mentioned in support to a pre-determined question about the theme (marked by O).

Convergence of the Data

Theme	Grads	Students	Withdrawals	Faculty	Departmental Context	Follow-up
Competitiveness	X -	X		X	X -	
Lack of support in second year	X	X	X	-	-	X O
G-E/S-C relations	X	X	-	X O	X O	-
Improvement in the programme	X	-	-	X	X	-
Inconsistencies in values and practice	X O	X	X	O	X	X O
Gender issues	X O	X	-	X	X	X
Lack of resources	X	X	-	X	X	X
Lack of flexibility of approach	X	X	-	X	-	X
Statistics course	X O	X	-	-	X	-
Problems with some faculty	X	X	X	-	-	-
University systemic problems	X	X	-	O	X	X
Sense of community	O	-	O	-	X	O

X = statements that were made spontaneously.
O = statements that were made as a response to pre-determined questions about the issue.

Stakeholders' Recommendations

At a retreat that was held on November 2, 1991, the faculty and students of the S-C programme identified through the nominal group technique, what they believed to be the major process and outcome themes from the evaluation that the programme should deal with. Based on these themes, through group work, they developed the following recommendations.

1.1) That a proposal be presented to the Graduate Faculty Council for implementation of a qualitative student evaluation process for the S-C programme for all courses in the 1992-1993 academic year.

1.2) That in the near future a professor and student team begin to do some research into how other schools have implemented qualitative evaluations of students' work.

1.3) That the use of qualitative evaluation be implemented immediately in the practicum in a two-fold manner: first, to enable faculty and students to adapt to this kind of evaluation, and second, to provide some evidence for the Graduate Faculty Council of how this type of evaluation can work.

2) That a system be implemented for the next term whereby students negotiate with the professor of each course how they wish to be evaluated.

3) That the faculty begin immediately to make more of a conscious effort to encourage students to go beyond their field with respect to resources and research projects.

4.1) That a list of names and areas of interest/expertise of graduate faculty in other departments be developed immediately and circulated to students.

4.2) That all faculty members working in the capacity of thesis advisor encourage their students to approach faculty members from other departments to serve on their thesis committees.

5) That the S-C programme approach the WLU Student Union director who is responsible for the Student Union Information Booth about putting up an Interdepartmental Bulletin Board, on which all departments could advertise upcoming colloquia with the purpose of encouraging students to attend other departments' events.

6) That the S-C programme look immediately into the possibility of co-sponsoring colloquia with other departments.

7) That in the near future a professor and student team from the S-C Programme initiate the process of organizing with faculty and students from other graduate departments to give some input to the Board of Governors Selection Committee about the choice of a new President for the university. This could involve a collaborative inter-department assessment of what graduate programmes at WLU need in a new President as well as preparation of a presentation to the Selection Committee.

8) That the S-C programme director establish a T.A./R.A. in future years who would do research and background work for implementation of the evaluation results and recommendations.

9) That the S-C programme director lobby the Faculty of Graduate Studies to eliminate the

requirement that students pay extra money for courses beyond their course requirements.

10) That in achieving desired outcomes the community programme strive to meet the outcome and process goals that it has set for itself, but that it be flexible about expanding goal statements to account for the needs of individual students, to allow each student to meet his/her own goals. In other words, the programme needs to strike a balance between maintaining its integrity and providing adequate flexibility to meet students' particular needs.

11.1) That an ongoing curriculum committee be set up for the purpose of establishing, researching, examining, and implementing short-term and long-term curriculum change. The committee should be composed of graduates of the programme, current students, and faculty.

11.2) That in the short-term the curriculum committee develop a proposal for curriculum changes to be presented to the Faculty of Graduate Studies by the fall of 1991.

11.3) That in the long-term the curriculum committee be an ongoing committee, whose membership will change every year, but will always be represented by faculty, first and second year students as well as graduates of the programme. This committee's ongoing goal will be continual research, evaluation, and changes to the curriculum.

12) That in the immediate future the community programme schedule more talks, speakers, colloquia, brown bags, and other activities that will enhance skills and career development in areas that the evaluation results have singled out as important. This intervention will ensure that students in 1991 and 1992 benefit from the evaluation results, before formalized changes are made to the curriculum.

13) That in the immediate future the faculty who are presently teaching incorporate more applied projects into the course work.

14) That a social committee comprised of first and second-year students as well as faculty be created to encourage social interaction. The committee should be responsible for planning and coordinating extra-curricular and non-academic activities to help promote a sense of community within the programme.

15) That an ongoing conflict resolution group comprised of students and members of the faculty be set up within the S-C programme. This group, whose membership will change every year, will safeguard against potential abuse of power on the part of the faculty. Students in the programme, faced with a situation in which they feel their rights have been infringed upon could speak with a member of the conflict resolution group, and the group would deal with the matter, following up with a letter to the student on how the matter was dealt with.

16) That the Psychology Department give hiring priority to women and other minorities and adhere to a policy of affirmative action. More women faculty will lead to an increase in the sense of community, because the gender imbalance in the programme between faculty and students is a primary source of the power inequities that reduce the sense of community.

17) That the S-C programme continue to practice and reinforce a consensual decision-making process modeled on feminist philosophy and problem-solving skills.

18) That the faculty encourage first-year students to have informal meetings among themselves with the support of the Field Placement and Research Coordinator, to help promote the building of trust and healthy group processes.

19) That a thesis buddy system be set up every year during the practicum and field methods course. This system should be encouraged to continue in the second year.

20) That second-year students be encouraged by the faculty to take courses so as to ensure more structure while working on the thesis.

21) That the S-C programme implement an affirmative action policy to encourage admission of students and faculty of diverse ethnic origins.

22) That a welcome group be established to help students arriving from other countries in their period of adjustment. This group should seek out feedback from foreign students to explore some of the transitional problems they have encountered.

23) That the students in the programme lobby the Graduate Students' Association to leave one representative position open on their Board for students of different ethnic backgrounds.

24) That the proposed curriculum committee (see Recommendation 11) restructure the curriculum to include the possibility of team taught courses in the area of minority issues.

Evaluator's Recommendations for Change

I have made the following suggestions to the S-C programme:

1) That the S-C programme continue to use the results of the evaluation, including the follow-up interviews, in implementing changes and for future programme development (see stakeholder recommendation #11.)

2) That a process of continual systematic evaluation be implemented by the S-C programme.

3) That consideration be given to the positive aspects of the evaluation results when implementing changes.

4) That the S-C programme monitor and coordinate the progress of the changes and ensure that it is moving in the desired directions.

5) That one or two T.A.'s be assigned every year to second-year students for the purpose of the programme's development and growth.

6) That the S-C programme organize an annual retreat.

7) That the S-C programme maintain close contacts with its graduates so as to offer support and foster a network of people practicing community psychology.

8) That the S-C programme be attentive to its use of language such as the disempowering distinctions of faculty members as "core" and "non-core".

9) That the S-C programme take active steps to reduce the disempowering conditions for secretaries in the university.

10) That the faculty of the S-C programme develop a strategy to monitor how the values of community psychology are practiced in the process of training.

11) That the S-C programme clarify and document its mission statement and goals, including systemic goals.