College of Education
FAMILY AND HUMAN SERVICES PROGRAM

Student Handbook

Student Cohort/Academic Year 2024-25

UNIVERSITY OF OREGON | **College of Education**

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Dear FHS Student:

Welcome to the **Family and Human Services (FHS)** program! This handbook is your guide to successfully navigating the FHS major, including its requirements, policies, and procedures. ***Any time you have a question, you should turn to this handbook for the answer <u>first</u>.*** The information in this handbook is, however, subject to change; therefore, be sure to ***read your email every business day***, as any changes will first be announced via email. It is also an expectation that you will ***respond to emails from FHS faculty or staff within 3 business days***, as your prompt response helps us to best support you.

There is a vast array of careers within the Human Services. According to the Bureau of Labor Statistics[1], "community and social service is projected to grow 10 percent from 2021 to 2031, faster than the average for all occupations; this increase is expected to result in about 294,600 new jobs over the decade. In addition to new jobs from growth, opportunities arise from the need to replace workers who leave their occupations permanently. About 318,400 openings each year, on average, are projected to come from growth and replacement needs." Thus, the skills and foundation of knowledge of prevention and intervention that you acquire through your time in FHS, will be in high demand!

FHS adheres to a ***strengths-based perspective*** and utilizes ***Bronfenbrenner's ecological model*** as the primary theory to guide assessment, prevention, and intervention. The ecological model recognizes the uniqueness and potential of the individual while acknowledging everyone is embedded within nested social contexts, ranging from immediate family systems to broad cultural norms, which collectively influence behavior and access to opportunity. Therefore, any assessment or plan for intervention that focuses on an individual without considering their various contexts, is incomplete. So, too, is any plan for intervention incomplete without considering what the body of scientific evidence suggests is likely to be effective. Being an ethical professional requires that you be an ***informed consumer of science***. We hope that you will also want to be a ***producer of science***, evaluating your work within the community and disseminating that knowledge to help others.

As professionals in the human services, you will be called to serve diverse individuals with myriad needs. Learning to balance multiple competing commitments is part of your professional development. We expect much from you and know you expect much from us. Please know that all FHS faculty and staff are here to support your learning and success; however, we rely on you to reach out for support when you need it. ***Please be a proactive self-advocate***—do not wait until you are at your most stressed or a deadline has been missed to ask for assistance. Learning when and how to ask for help is also an essential professional skill.

Again, welcome to FHS! We look forward to getting to know you!

Sincerely,

The Counseling Psychology and Human Services Faculty and Staff

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[1] Bureau of Labor Statistics (2022). https://www.bls.gov/ooh/community-and-social-service/home.htm

The **Family and Human Services (FHS)** program is one of four programs within…

the **Department of Counseling Psychology and Human Services (CPHS)**, which is in turn one of many departments, along with research and outreach units, nested within…
the **College of Education (COE)**, which is only one of many colleges at the **University of Oregon**.

Thus, FHS is governed by the leadership at the *program*, *department*, *college,* and *university* levels. As the leadership at the various levels of the COE and faculty and staff within FHS are the most relevant to your role as an FHS student, these individuals are depicted below.

College, Department, and Program Leadership

Prof. Laura Lee McIntyre
COE Dean

Prof. Leslie Leve
CPHS Department Head

Assoc. Prof. Jen Doty
FHS Program Director

CPHS Faculty (in alphabetical order)

Left-to-right:
Sen. Lect. II **Tiffany Brown**
Assoc. Prof. **Elizabeth Budd**
Assoc. Prof. **Jessica Cronce**

Assoc. Prof. **Jen Doty**
Assoc. Prof. **Wendy Hadley**
Assoc. Prof. **Cindy Huang**

Assoc. Prof. **Nichole Kelly**
Prof. **Atika Khurana**
Assoc. Prof. **Jean Kjellstrand**

Career Lect. **Heather Leonard**
Prof. **Leslie Leve**
Assoc. Prof. **Ashley Linden-Carmichael**

Prof. **Benedict McWhirter**
Prof. **Ellen McWhirter**
Prof. **Christopher Murray**

Assist. Prof. **Kristin Perry**
Sen. Instr. **Rachel Rochester**
Prof. **Elizabeth Stormshak**

Prof. **Emily Tanner-Smith**
Assoc. Prof. **Jeffrey Todahl**
Sen. Lect. II **Karrie Walters**

FHS Program Staff (in alphabetical order)

(Acad. Prog. Coordinator) **Kaitlyn Adams**
*(Acad. Outreach Specialist)* **Kristen King**

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The FHS Major: Fundamentals (Fund), Prevention Science (PS) & Direct Service Intensive (DSI) tracks

Your education in FHS will prepare you for the vast array of careers focused on promoting and maintaining the health and well-being of communities, families, and individuals through prevention and intervention across the various levels of a person's ecology (see Bronfenbrenner's Ecological Model depicted below).
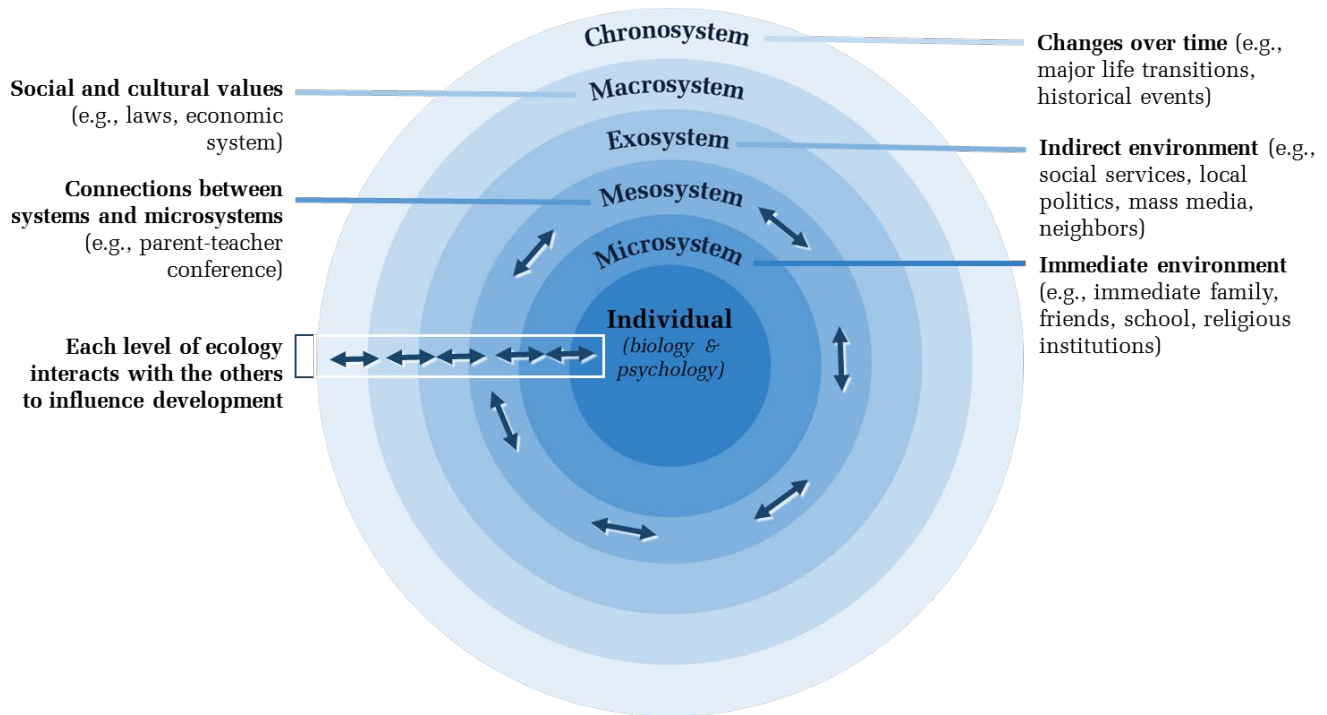
All FHS students take a core set of foundational courses spanning the continuum of prevention and intervention. However, students complete their program through one of our three tracks: *Fundamentals*, *Prevention Science*, or *Direct Service Intensive* (see the figure below).

*By default, all FHS students are admitted into the Fundamentals (Fund) track and must declare the Prevention Science (PS) or Direct Service Intensive (DSI) track if they choose that option. The declaration process for the PS and DSI track are provided in this Handbook (see pg. 12).

Comparing the Fundamentals, Prevention Science, and Direct Service Intensive Tracks

The **Fundamentals track** is geared for students interested in going ***directly to the work force without field service*** (e.g., students who already have worked in the field). Students study the basics of human services skills and application of research to address and prevent conditions that negatively impact well-being.

The **PS track** provides additional training necessary to prepare students for research-focused ***graduate studies and careers that will involve prevention-focused program development and evaluation***. Students in the PS track will complete one term of the FHS 401 introduction pathway and six credits of the FHS 401 research pathway, which focuses on getting mentored experience doing research.
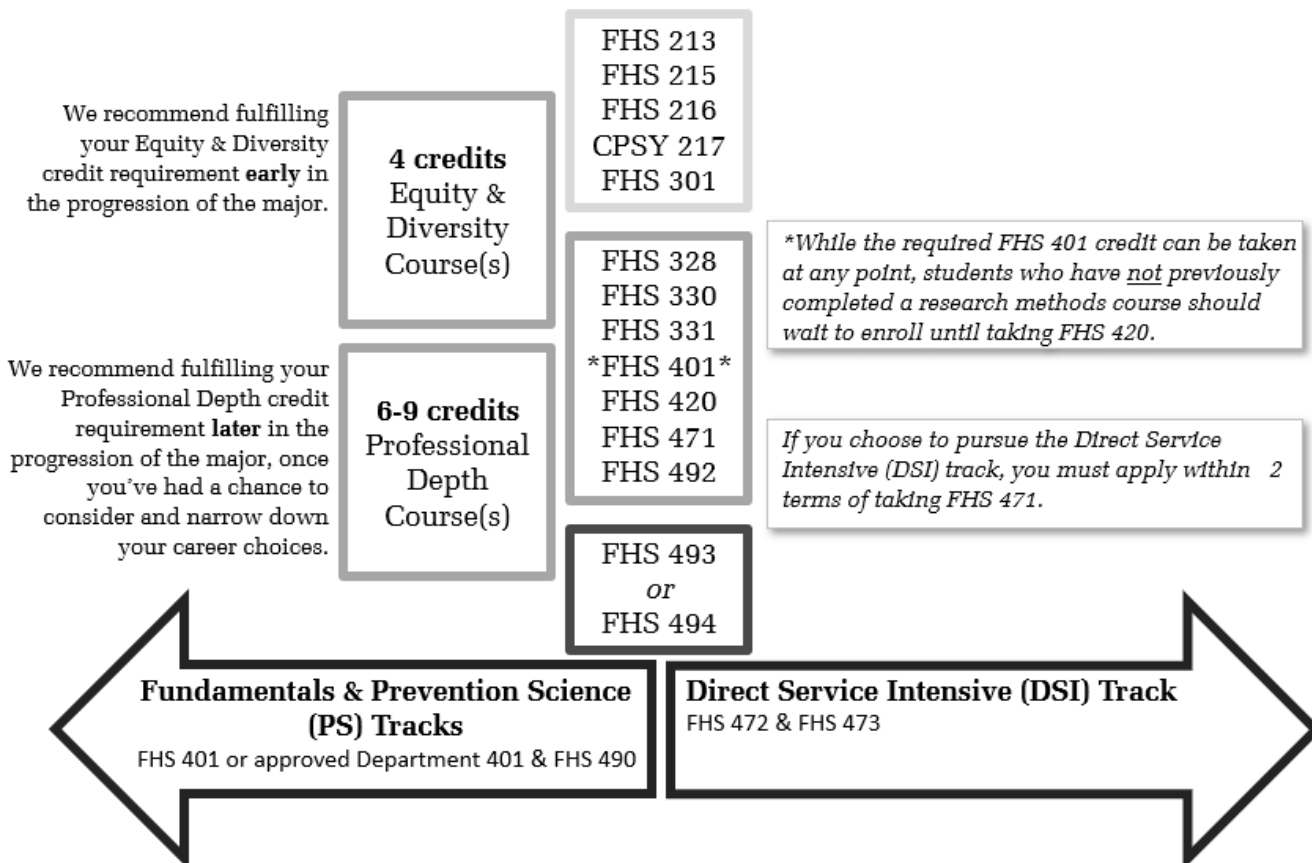
By comparison, the **DSI track** prepares students for graduate studies and careers that will ***involve direct delivery of interventions***. Students in the DSI track are required to complete a minimum of 180 hours of supervised field study (i.e., FHS 472 & FHS 473) experience.

Career Options for the Fund, PS, and DSI Tracks in FHS

The FHS major offers three tracks for study. Students entering the FHS program can identify their career goals along a spectrum of services and pursue a pathway for a Fundamentals Track (e.g. community liaison, non-profit administrative assistant), Prevention Science (PS) track (e.g., public health educator, program evaluator), or Direct Service Intensive (DSI) track (e.g., case worker, or probation officer). Students who continue their education with a graduate degree, can pursue careers such as: Counseling, Social Work, Special Education, School Psychology, Family Therapy, Substance Use Counseling, Prevention Science, Public Health, and Public Policy. For more information about the career options available to FHS graduates, please see the FHS Community Canvas page or the FHS blog.

FHS Major Requirements

Below is a diagram of the general flow of courses within the FHS major. This information should be used in combination with the FHS Curriculum Worksheet to plan your progression in the major. Courses are grouped together based on prerequisites. If you complete all courses in one block, you are eligible for all courses in the next block. Some courses across blocks may be taken concurrently.

We recommend fulfilling your Equity & Diversity credit requirement **early** in the progression of the major.

4 credits Equity & Diversity Course(s)

FHS 213
FHS 215
FHS 216
CPSY 217
FHS 301

*While the required FHS 401 credit can be taken at any point, students who have <u>not</u> previously completed a research methods course should wait to enroll until taking FHS 420.

We recommend fulfilling your Professional Depth credit requirement **later** in the progression of the major, once you've had a chance to consider and narrow down your career choices.

6-9 credits Professional Depth Course(s)

FHS 328
FHS 330
FHS 331
FHS 401
FHS 420
FHS 471
FHS 492

If you choose to pursue the Direct Service Intensive (DSI) track, you must apply within 2 terms of taking FHS 471.

FHS 493 or FHS 494

Fundamentals & Prevention Science (PS) Tracks
FHS 401 or approved Department 401 & FHS 490

Direct Service Intensive (DSI) Track
FHS 472 & FHS 473

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FHS Curriculum Worksheet

Professional Studies	36 credits-DSI 39 credits-PS & Fund	G or P/NP	Credits
FHS 213	Issues for Children and Families	G	4
FHS 215	Exploring Family and Human Services	G	3
FHS 216	Diversity in Human Services	G	4
CPSY 217	Student Health and Well-Being	P/NP	3
FHS 301	Writing in Human Services	G	3
FHS 328	Human Development in the Family Context	G	3
FHS 330	Individual Interventions in Ecological Contexts	G	4
FHS 331	Group and Community Interventions	G	3
FHS 420	Research in Human Services	G	3
FHS 471	Professional Ethics	G	3
FHS 490- only for PS & Fund	Scientific Analysis in Human Services	G	3
FHS 492	Contemporary Issues in Public Health	G	3
Intervention Skills (choose 1)	**3 credits**		
FHS 493	Child and Family: Advanced Interventions and Case Management	G	3
FHS 494	Adolescent and Adult: Advanced Interventions and Case Management	G	
Research Experience	**1-7 credit**		
FHS 401 or approved Dept.[1]	Research: *(specific topic dependent on research lab)* **Minimum of 1 credit for DSI** **Minimum of 3 credits for Fund** **Minimum of 7 credits for PS**	P/NP	1-7
Equity and Diversity Req.[2]	**Minimum of 4 credits**		4
Professional Depth Req.[3]	**Minimum of 6 credits for DSI** **Minimum of 9 credits for PS & Fund**		6-9

Fundamentals (Fund) Track (All enrolled FHS majors are designated as pursuing the Fundamentals track unless you request to pursue the PS or DSI track.)	
Total (minimum) credits to complete the major	**58**

Prevention Science (PS) Track (*requires departmental approval, email fhs@uoregon.edu***)**	
Total (minimum) credits to complete the major	**62**

In addition to the courses above, students in the DSI track must complete following field study courses.

Direct Service Intensive (DSI) Track (*requires departmental approval, email fhs@uoregon.edu*)			
FHS 472	Human Services in Prac (2 credits x 4 terms; *co-enrollment in FHS 473 required*)	P/NP	8
FHS 473	Seminar: Human Services in Practice Supervision (1 credit/term)	P/NP	4
	Total (minimum) credits to complete the major		**62**

[1] **FHS 401 Research Experience:** Students in the DSI track only need 1 credit of FHS 401, students in the Fund track need 3 credits of FHS 401, and student in the PS track need 7 credits of FHS 401. For all three tracks, the first credit is an introduction to FHS 401 that includes an introduction to research via online learning.

[2] **Equity and Diversity Requirement:** A **4 credit** course that fulfills this requirement must explicitly address and seek to increase awareness of aspects of human diversity, equity, and social justice relevant to work in human services. A list of approved courses can be found on the FHS Community Canvas page or the FHS student blog.

[3] **Professional Depth Requirement:** Students must take at least **6-9** credits from **one or more** of the following:

> ***Research:*** Courses in this category must explicitly provide training in research methodology, statistics, grant writing, or application of these skills to advance work in the human services.

> ***Prevention and Public Policy:*** Courses in this category must explicitly address and seek to increase knowledge of prevention and/or public policy processes relevant to work in the human services.

> ***Families and Relationships:*** Courses in this category must explicitly address and seek to increase knowledge of relationships or family systems as relevant to human services work.

FHS Program Plan

Please see the Advising Handout on the FHS Community Canvas page or the FHS Student Blog and meet with a College of Education academic advisor to determine your best pathway through the FHS major.

Course Substitutions and Course Waivers

Students may request to transfer or substitute five equivalent courses for required FHS courses and for the Equity & Diversity and Professional Depth requirements. Under unique and unusual circumstances, we may consider allowing additional core courses to be substituted if they closely match one of our FHS courses' objectives. Please meet with a College of Education academic advisor as the first step to determine if a course that you have taken, or wish to take in the future, will substitute for one of the current FHS degree course requirements.
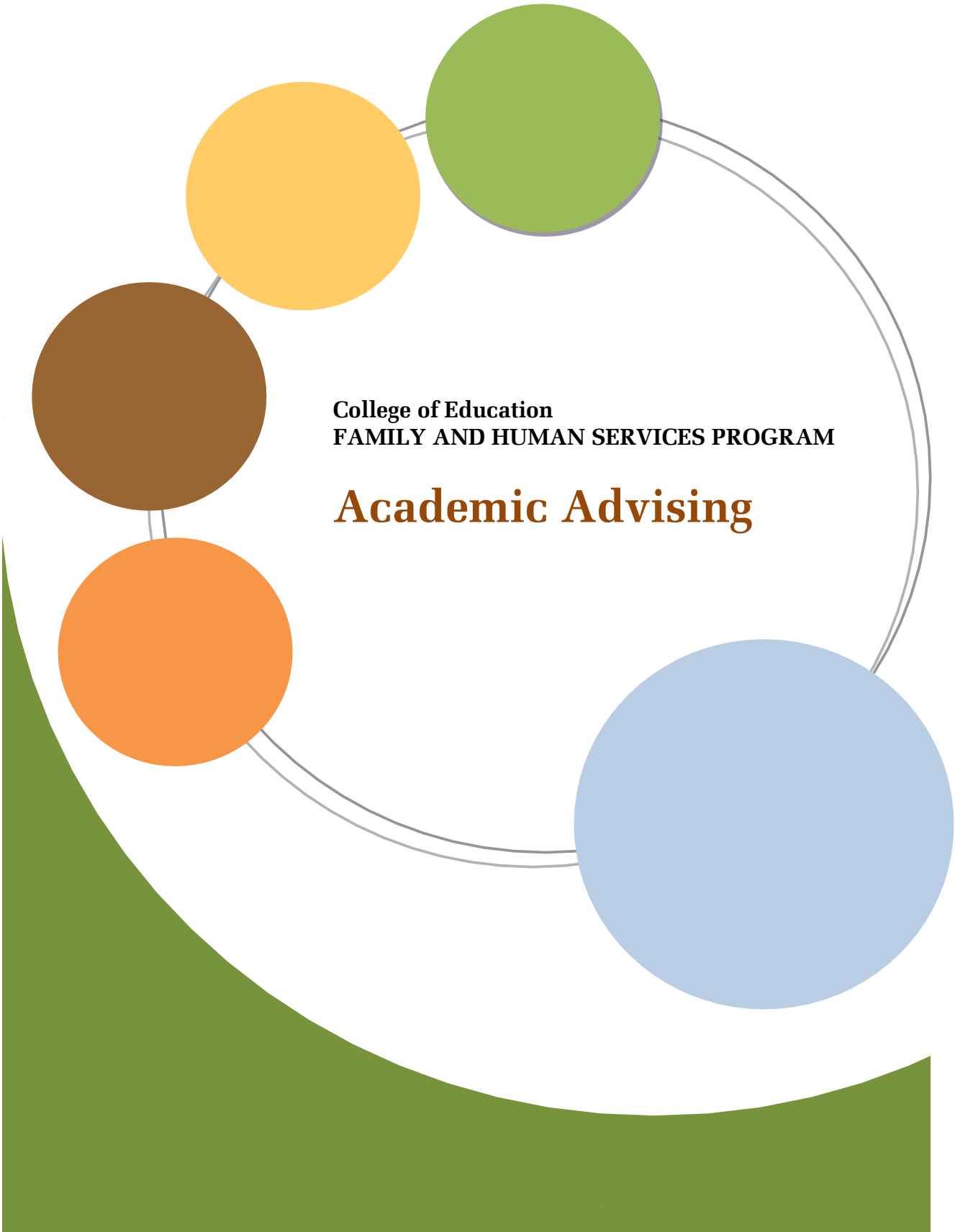
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Academic Advising

Academic Advising

FHS students should meet with a College of Education academic advisor every term. Advising meetings should focus primarily on issues such as short and long-term scheduling, developing individualized plans, study abroad, and graduate school preparation.

Schedule an appointment to meet with a COE advisor:

Schedule an academic advising appointment by downloading **THE NAVIGATE APP** and follow the instructions below:

1. Log in with your Duck ID
2. Go to Appointments > Schedule an Appointment
3. Select Academic & Career Advising
4. Select College of Education Undergraduate Advising
5. Select the main topic for your meeting
6. Select College of Education Undergraduate Advising
7. Then, you can choose an advisor or leave it blank to schedule with any available advisor.
8. Select a day and time
9. Select email and text reminder
10. Select Confirm Appointment

Students must follow these procedures:

1. Your specific UO general education, elective, and FHS major requirements are contained on a form, **the University of Oregon *degree audit (or Ducks on Track)*, in your individual UO DuckWeb account. Records are updated periodically, especially during summer break. Make sure you review the degree audit, and discuss it with a COE academic advisor, at least once per term to confirm you are making timely progress toward graduation.

2. Be sure to *check your UO email every business day*, as advising information and important academic program updates are shared with you via this medium. Important times to check in with an advisor include before registering for classes, several terms prior to graduation, and prior to taking a leave of absence or planning to study abroad.

3. After meeting with a COE academic advisor, an individualized advising plan will be shared with you over email to keep for your personal use and saved in Navigate.

4. *Register as soon as you are able each term* to help with section maintenance and getting into classes.

5. Before you register in the term preceding your **graduation** term, **YOU MUST** review the completeness of the requirements described in your degree audit form in DuckWeb and meet with a COE academic advisor to ensure graduation is secured. Crucial information will be needed before you begin your last or graduation term to make any adjustments required for successful graduation.

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†*Please note, this information is subject to change; if updated, students will be notified via email and updated versions of these materials will be placed on the FHS Community Canvas page and FHS blog.*

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Policies

General academic policies and procedures applicable to all programs within the University of Oregon's College of Education (COE) may be found in their entirety at: https://coedocs.uoregon.edu/academic-forms-and-policies/

These policies are subject to change. Students are encouraged to review these policies periodically to access the most recent version.

Select university and COE policies relevant to FHS students, as well as FHS-specific policies, are articulated below. These policies are also subject to change. *If a change is made to an FHS-specific policy included in this handbook, students will be informed via email and the most recent policy will be made available via the FHS Community Canvas page and FHS blog.*

Admissions

Equal Opportunity and Affirmative Action
The University of Oregon has an enduring commitment to equality of education and employment opportunity by affirming the value of diversity and by promoting an environment free from discrimination. The university believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life.

The university provides equal opportunities to all students and employees and does not discriminate or retaliate based on any protected characteristic set forth in the university's Prohibited Discrimination and Retaliation Policy and/or state or federal law. This policy extends to all university programs and activities, including, without limitation, admissions, financial assistance, educational and athletic programs, course offerings, counseling and guidance services, housing, health and insurance benefits, and access to university services or facilities.

Minimum Requirements & Declaration Process

Students **may declare the FHS major at their time of admission** to the University of Oregon, or at any point during thereafter by speaking with a College of Education academic advisor.

All FHS students are initially admitted into the Fundamentals track and may continue with the PS or the DSI track if they meet the criteria listed below.

Prevention Science Track Requirements:

- Have received a grade of C or better in all FHS courses completed.

- Cumulative UO GPA of 2.5 or higher and be in good academic standing.

Direct Service Intensive Track Requirements:

- Enrollment in or successful completion of FHS 471, Human Services Professional Ethics. Students must declare the DSI track within 2 terms of having completed FHS 471.
- Cumulative UO GPA of 2.5 or higher.

- Have received a grade of C or better in all FHS courses completed.

- Be in good academic standing, which includes a conduct history that is in keeping with the Office of Student Conduct and Community Standards at the University of Oregon.

Continuation with the DSI track is based on student meeting academic and professional continuation criteria and availability of field study placements in the community and resources at the University of Oregon. During the first term of FHS 472 and 473, students will be required to submit an RMS background check. **Remaining in the DSI track is contingent on the background check clearance.** We *cannot* clear you to register for your second term of FHS 472 or 473 until COE Placements receives your cleared background check. Students who are not approved to continue with the DSI track may choose to continue with the Fundamentals track or declare the Prevention Science track. Resources will be provided to assist students in selecting their field study site (see pg. 26).

<u>Please note:</u> **Some agencies may require separate background checks in addition to the one completed for the DSI track. Students are responsible for any additional fees involved.**

Students with findings *of any kind* appearing on their Risk Mitigation Services (RMS) background check may be asked to meet with the Program Director, and/or other FHS personnel supporting students' participation in field study to discuss the charges. In advance of that meeting, students will be asked to prepare a written statement providing *context* for each charge (even if the charge was dismissed). For the purposes of this statement, *context* means a description of: (1) what behaviors/actions led to the charge; (2) if weapons were involved in any way; (3) if applicable, the individuals directly affected by the behaviors/actions related to the charge (i.e., the victims of the alleged/convicted crimes), including those individuals' general ages (e.g., under 18, 18-64, 65+); and (4) any factors that may explain or mitigate the student's involvement. The purpose of preparing this statement and discussing it with FHS personnel is twofold: (1) to determine if there might be any potential limitations on field study placements for a given student that could interfere with that student's successful participation in the DSI track, and (2) to prepare students with findings on an RMS background check to discuss their history at their field study and future job interviews, if required. The process of preparation and discussion with FHS personnel, is an opportunity for professional development and will assist students in the interview process. If a student requests that a COE Advisor be present at this meeting, the primary role of the COE advisor will be to provide guidance on registration for field study credits or to provide counseling on other academic alternatives.

As the DSI track involves field study placements with agencies serving the community, including children and families, **students with felony charges related to crimes against children will <u>not</u> be approved to continue with the DSI track**; the recency and severity of other charges, including if the crimes were of a violent nature and/or involved weapons, may also be the basis for denying admission to the DSI track. *Students omitting or misrepresenting relevant facts related to charges appearing on their RMS background check that would have direct bearing on their eligibility for admission to the DSI track may be immediately terminated.*

Retention of Good Standing Within the FHS Program and Major Status

Email Communication

Students in the FHS program must obtain an email account through the University of Oregon and are required to **only use their UO email account when corresponding with FHS and any individuals or organizations associated with FHS-related academic activities** (e.g., FHS faculty, community agencies). Students are required to *check their UO email every business day*, as this is the primary means through which communications will come from the program. *If an email from the program requires a response, students should respond within 3 business days.* Repeated failure to respond to program emails in a timely fashion may place the student in jeopardy of losing good standing in the program.

All email correspondence from students and any individuals or organizations associated with FHS-related academic activities are professional correspondence and must follow professional email etiquette (i.e., Include (1) a professional greeting: *Dear Dr./Prof. Last Name*; (2) text comprising full, proofread sentences; (3) a professional closing: *Sincerely, Your Full Name*).

All FHS students are placed on a listserv for communication regarding academic requirements, scholarships, FHS and College of Education activities, job opportunities, etc. *No email addresses other than UO email addresses will be used.*

Student Contact Information

Students are required to communicate with the Academic Program Coordinator at fhs@uoregon.edu whenever a change of contact information occurs. This includes mailing address, phone numbers, and email addresses. It is the student's responsibility to ensure that their contact information on file with FHS is accurate and updated.

Expectations for Classroom Behavior

Instructors of FHS courses will articulate their specific expectations for classroom behavior within their course syllabi. Although program instructors may share similar expectations (e.g., that you act in a professional manner, listen attentively to speakers, and engaging actively in class discussion and activities, commensurate with your role as a professional-in-training; that you show respect for your peers and instructors), there may be some expectations that differ across faculty members and by course (e.g., use of technology, level of formality when addressing the instructor verbally, and via email). **Students are responsible for reading and adhering to the specific expectations set forth by the instructor teaching a given course when engaged in that course/with that instructor.**

Students MUST be on campus during final exam week every term. Although some instructors may make use of take-home exams, each instructor determines whether they wish to administer an in-class final exam. **Students who make plans to leave campus before the end of final exam week may receive a failing grade for any in-class final exams; instructors are not required to offer make-up exams.**

Good Academic Standing and Student Retention Requirements and Standards

Minimal requirements for retaining good standing in the FHS major include:

- Make continuous progress toward completion of all required major courses and competencies, as outlined in this handbook.

- Take all required major courses for a grade, unless specified Pass/No Pass by the FHS program plan.

- Receive a C or better (or P grade) in all courses required by the major.

- Maintain a cumulative university GPA of 2.5 or higher.

- Adhere to the ethical principles and standards of the National Organization for Human Services (http://www.nationalhumanservices.org/ethical-standards-for-hs-professionals).

- Adhere to rules governing behavior outlined in the University of Oregon Student Conduct Code (https://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-code).

*It is the student's responsibility to be aware of the codes governing their behavior, and it is faculty's responsibility to follow the guidelines stipulated by the University should a problem arise. Students are advised to acquaint themselves with these guidelines. For example, guidelines for faculty's response to academic misconduct, including plagiarism and cheating, can be found at: https://dos.uoregon.edu/code-procedures.

Student Evaluation

Evaluation of student performance in university courses and in field-based settings should be continuous. The FHS major allows the following evaluation guidelines:

Periodic Review

FHS students should meet with a College of Education academic advisor every term to discuss the next term's coursework and review your progress. These academic advising meetings should also assist you in developing plans to meet major and degree requirements. Periodically, the program director and the program coordinator will conduct review of grades and GPA for the major (see POA section below). If you feel that you need more support, we encourage you to create a Plan of Assistance and follow the outline below.

Plan of Assistance (POA)

To be in our major, a requirement is that students maintain a cumulative university GPA of 2.5 or higher. If a student's cumulative GPA, or term GPA, is below 2.5, they may be asked to participate in a POA through Qualtrics to **support the student's ongoing success and progression in the major**. In some cases, a POA meeting may be used when students have voiced potential barriers to or not demonstrated adequate progress in the areas of academics, professional behaviors, or program competencies. Thus, a student may be asked to participate in a POA *proactively*, to

mitigate the effect of a potential barrier to their success (e.g., an ongoing family emergency), or *reactively*, when a student's progress or other behaviors do not conform with program standards (e.g., a student violates the UO Student Conduct Code). Additionally, participants may be invited to a POA meeting to determine the steps necessary for the student to make improvements and develop a plan of support with the student.

POA Process:

1. If a student enters the FHS program with a Cumulative GPA of 2.5 or below, then the student will fill out a POA Qualtrics form. If the student submits an insufficient POA form, they may be referred to the Program Director for a POA meeting to get the support needed.

2. If a student's GPA is below 2.5 (Cumulative or term) for the first time, the Academic Program Coordinator will email the student academic support resources.

3. If a student has a second term below 2.5, they will be required to fill out the POA Qualtrics form. If the student submits an insufficient POA form, they may be referred to the Program Director for a POA meeting to get the support needed.

4. If a student has three consecutive terms below 2.5, they would be expected to meet with the Program Director (and meet with an AEC counselor if needed) to determine the best course of action.

Developing an Action plan

The POA Qualtrics survey requires the student to create an action plan to improve their GPA, the action plan should include:

- a description of the issues to be addressed and

- a plan for addressing each issue.

The FHS Academic Program Coordinator will retain documentation of progress toward meeting the stipulations of the action plan. If a student has four consecutive terms below 2.5, the FHS program director will determine next steps, which could include involuntary termination from the program. If a student requests that a COE Advisor be present at this meeting, the primary role of the COE advisor will be to provide counseling on other academic alternatives.

If a student does not agree with the problem description or the corrective action and has exhausted corrective mechanisms found within the program, a student may seek mediation or may file a **grievance**.

Student grievance

A complete copy of the University of Oregon student grievance procedures can be found here: [Student Grievance Policy | University of Oregon Policy Library (uoregon.edu)](uoregon.edu).

FHS Curriculum and Program Participation

FHS Grading Policies

FHS instructors work to ensure students gain the knowledge and skills to prepare them for a future career in the human services. Grades in required courses serve as one metric to allow graduate programs and employers to evaluate FHS graduates.

Q: What are the principles that guide grading in the FHS program?

A: When grading, FHS instructors follow the guidelines below:

1. A grade, whether a final grade or one for an individual assignment, is to be determined based on objective criteria applied equally for all students.

2. Grades are assigned for the work product submitted by the student. Instructors are unable to evaluate or give credit for factors such as level of effort or time taken to complete an assignment.

3. Grades are based on work (including extra credit, if offered) that is outlined in the course syllabus or other published forum (e.g., on Canvas) that is available to all students; *individual* extra credit assignments will **not** be considered or accepted.

4. Student requests for grade changes after final grades have been posted will **not** be granted unless an error has been made in calculating or inputting the final grade.

Q: How much extra credit can an FHS student earn?

A: At the instructor's discretion, up to a **maximum of 2%** of the total course grade may be offered as **extra credit** to *all* students.

Q: What is the FHS policy for late work?

A: Most FHS instructors follow the following policy, but check your syllabus because individual instructor's policies may vary. Late work for partial credit will be accepted with a 5% total point reduction for each day late. Late work will be accepted only up to 7 days after the original assignment due date. Weekend and holiday days are included in the 7-day count. For example, if you turn your paper in one day late, your grade will be calculated and then multiplied by .95. If you turn your paper in two days late, your grade will be calculated and then multiplied by .90, etc.

Q: What is the FHS attendance policy?

A: We expect students to be in class, but at times, circumstances beyond a student's control require them to miss a class. In line with the UO attendance policy, the attendance policy may differ from course to course, but most FHS instructors use the following guidelines: *Students are expected to be in class 90% of the time. If students miss more than 10% (e.g., one class if students meet once a week, two classes if they meet twice a week), faculty have the discretion to lower student grades. If students miss more than 10% of classes, students may fail the course.*

If you are struggling with completing work or attending class, please reach out to your instructor early. Oftentimes when you reach out early, instructors can support you in obtaining the academic accommodations you need or provide additional support to help you successfully complete the course within the term. Instructors are also more likely to see your demonstrated need for an incomplete when you reach out as proactively as possible. We want to see you succeed.

Q: What is the FHS grading scale?

A: All FHS instructors use the following numeric scale for grading:

A+	100% or higher
A	93-99%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%
F	59% or lower

A+   signifies a **rare** level of achievement **above and beyond** the excellent performance that merits an A grade.

A   signifies an exceptional level of achievement. The student demonstrates an excellent grasp of the material and very strong performance across the board, or exceptional performance on most aspects of the course and good performance in others.

B   signifies a good level of achievement. The student demonstrates consistently good grasp of material and good performance, or very strong performance on some aspects of the course and satisfactory performance on others.

C   signifies an adequate level of achievement. The student demonstrates a satisfactory grasp of course material and adequate performance, or good performance on many aspects of the course paired with some notable areas for improvement.

D   signifies a minimal level of achievement. The student demonstrates the bare minimum level of understanding and/or performance to pass the course and does not fully meet the course requirements.

F   signifies achievement below the minimum needed to pass the course. Evidence of student understanding of course material and/or performance is insufficient to merit credit for the course.

Incompletes

Q: What is the purpose of an incomplete?

A: An incomplete can be supportive to students who experience significant, unexpected challenges or life circumstances in the term beyond their control that impact their ability to complete coursework after week 7 of a term. An incomplete is not a tool for re-doing assignments to obtain more satisfactory grades, or to make up for extensive absences that impacted the student's performance on course assignments and learning.

Q: How do I go about seeking an incomplete from my instructor?

A: If you meet the criteria for an [incomplete](#), you may request an incomplete with the office of the registrar here: [Incompletes | Office of the Registrar, University of Oregon (uoregon.edu)](#). You will also need to reach out to your instructor before 5pm on the week of finals (though preferably before then) to see if you meet the requirements for an incomplete and if you do, complete a contract with your instructor on how you will finish the course. The UO Incomplete policy is detailed here: [Registration and Academic Policies - University of Oregon (uoregon.edu)](#).

Q: Are there reasons I would not qualify for an incomplete?

A: A student needs to meet the following criteria for an incomplete:

- has been active in the course;

- is unable to complete a portion of the course requirements due to extenuating circumstances beyond their control that occurred after the last day to drop a class (end of week 7 of fall/winter/spring terms; variable dates for summer courses);

- is able to independently complete the remaining requirements without attending additional classes beyond the term or receiving additional instruction; and

- requests an Incomplete by the published deadline.

Academic Conduct

Q: What is plagiarism, and what happens if a student plagiarizes in an FHS course?

A: According to the [UO student conduct code](#), plagiarism is "presenting another's material as one's own, including using another's words, results, processes or ideas, in whole or in part, without giving appropriate credit." Most FHS instructors will ask you to check Turn-it-in to ensure that your similarity score is below 5%. If an assignment you have turned in has evidence of plagiarism, the instructor may give you 24 hours to resubmit if it is above 5%, or they may refer you to the UO Director of Student Conduct. Please refer to your syllabus for your instructor's course policy.

Q: Can I use artificial intelligence systems (AI) such as Chat GPT to complete assignments?

A: Please refer to your syllabus for your instructor's course policy, which will differ depending on the goals of each course.

Student Records

Policies governing retention and access to student educational records and directory information can be found at: https://registrar.uoregon.edu/privacy. Student records are not retained indefinitely and are confidentially destroyed after a published period of time (see https://recordsmanagement.uoregon.edu/rrs). Additionally, although every safeguard is put in place, uncontrollable circumstances may result in the loss of student information. **Thus, students are expected to make and retain a copy of all assignments and other information submitted to FHS.** If a student must access copies of records from FHS, please contact the Academic Program Coordinator at fhs@uoregon.edu. When records are requested through FHS, they will be sent via email to the student's UO email account. If the UO email account is no longer accessible, please contact FHS and submit a written request stating the student's first and last name, years attended, and current email address; the written request must be signed and dated.

Infusion of Diversity into College Courses and Course Documentation

The University of Oregon requires that information and procedures for assuring and enhancing respect for diversity and human differences are included in all courses, course materials, and course policy and procedures throughout the educational environment. This position is commensurate with the university philosophy that dedicates our campus to the principles of equity of opportunity and freedom from discrimination for all members of the university community and an acceptance of true diversity as an affirmation of individual identity. In an effort to be proactive about improving sensitivity to and respect for diversity at the University of Oregon, the COE curriculum committee requires that the following information be included in instructional activities, course materials, and operating procedures throughout the College of Education.

1. The integration of diversity issues and themes throughout course content and syllabi;

2. The development of classroom rules to ensure an environment that establishes respect for all members of the educational community;

3. The need for all instructional faculty members to develop a plan of action should an incident occur in class associated with some form of discrimination or inappropriate student action.

Accessibility of FHS Program Spaces

All FHS program offices, including faculty offices and meeting spaces, are accessible by elevator. Please see https://map.uoregon.edu/campusmaps/accessibility.pdf for an accessibility map of the entire UO campus.

Course Waiver & Course Substitutions

Students may request a waiver of course work or that a course that they've taken substitute for a required FHS course. Please meet with a College of Education academic advisor to discuss course waiver and course substitution options.

Term of Graduation

Undergraduate students who will be applying to graduate in summer term or in the fall term directly following the graduation ceremony, may choose to 'walk' during the spring term ceremony, or they may choose to 'walk' in the ceremony that takes place the following spring.

For more information about commencement, please refer to the following sites:

COE Commencement: https://education.uoregon.edu/commencement

UO Commencement: https://commencement.uoregon.edu/

College of Education
FAMILY AND HUMAN SERVICES PROGRAM

FHS Learning Objectives and Competencies

FHS Learning Objectives and Competencies

The FHS program has five broad learning objectives. A learning objective is a brief statement describing what students will learn by the end of the program.

Listed under each of the FHS learning objectives are the competencies associated with that learning objective (LO). Competency refers to the fundamental knowledge and skills necessary for professionals to work with children, youth, and families.

LO1: Graduates will understand human services history, theories, basic social science methods, and their applications in practice.

- History of Human Services and knowledge of current Human Service careers and practices.

- Human Service Theories

    o Human development

    o Ecological model

    o Basic behavioral and learning theories

    o Group knowledge and theory

    o Prevention science/public health

    o Family systems theory; impact of specific issues (such as domestic violence) on dynamics of family

- Scientific Inquiry

    o Research methods

    o Program evaluation

LO2: Graduates will be able to systematically analyze individual, family, and community needs; plan and implement appropriate strategies and services; and evaluate effectiveness of services.

- Interpersonal intervention skills

    o Basic listening skills

    o Motivational Interviewing skills

    o Intake interviewing skills

    o Client termination skills

- Case management skills

    o Basic assessment skills

- o Developing effective goals

- o Basic evaluation report writing

- o Developing basic case-plans

- o Evaluating intervention outcomes

- Specific intervention implementation skills

    - o Intervention design

    - o Implementation in individual, family, and community settings

    - o Group facilitation skills

    - o Curriculum and instructional development skills

- Awareness of range of mental health and behavioral disorders

    - o Knowledge of mental health and behavior disorders

    - o Knowledge of research and corresponding evidence-based interventions for specific mental health and behavior disorders

LO3: Graduates will develop interpersonal skills and awareness of their own values, personalities, power/privilege, biases, interpersonal styles, and limitations.

- Interpersonal skills/relationships (problem solving/conflict resolution)

- Self-awareness (boundaries, self-care, personal safety, implicit bias, power/privilege, critical consciousness)

- Leadership (styles)

LO4: Graduates will have knowledge of the legal, ethical, and professional standards of human service professions and demonstrate an ability to apply strategies for these standards in human service contexts.

- Professionalism

    - o Work ethics

    - o Verbal/written communication skills

    - o Time management

    - o Career development

    - o Technology

- Ethics and social responsibility

    - o Equity

- o   Ethics in research and direct service
- Legal issues/risk management
- Agency management & administration
    - o   Collaboration
    - o   Organizational dynamics
    - o   Grant writing and fund raising
    - o   Basic management of organizations
    - o   Basic supervision skills
    - o   Planning and evaluations organizational programs
    - o   Developing budgets
    - o   Grant and contract negotiations

LO5: Graduates will understand risk and protective factors across all levels of the social ecological model that promote or inhibit human functioning and health equity, and they will incorporate this knowledge when engaging with individuals, families, communities, and policymakers.

- Understanding current issues facing individuals, families, and communities
- Diversity and cultural awareness and competence foundations
    - o   Institutional racism
    - o   Systemic oppression
- Community organizing and advocacy
    - o   Community outreach and relations
    - o   Organizational structure of communities
    - o   Performing community-needs assessments
    - o   Constituency building
    - o   Implementing public health interventions
- Policy development
    - o   Skills to analyze/interpret public policy
    - o   Skills to influence social policy/advocacy

College of Education
FAMILY AND HUMAN SERVICES PROGRAM

Direct Service Intensive (DSI) Track/Field Study

DSI Track: Field Study Information and Policies

Overview

Human Services in Practice (FHS 472) is a *P/NP* course required of all students who have chosen to pursue the DSI track and involves students in supervised and planned site placements in the community. In the DSI track, students must complete 4 terms of field study. The first term of the 4-term sequence involves a seminar, entitled "Introduction to DSI Field Study", where student examine and discuss such topics as 1) Essential aspects of field study, 2) How to make the most of the field study experience, and 3) How to locate and sign-up for a field site. During the following 3 terms, students can receive hands-on experience and training within Human Service agencies in the community. Across these terms, students are required to work with 2 different sites and spend 2 terms at one of their selected sites. Sites may differ on how many terms they require DSI students to commit, so students should be sure to check with each site about those requirements. Students will work at their field site for **a minimum of 60 hours in a given term** (30 hours per credit of FHS 472) during the weeks that university classes are in session, <u>excluding</u> finals week.

Click here to declare the DSI track

DSI students must select their field sites from a list of approved placements (available via The Family & Human Service Field Study Community Canvas site; please note that students will be granted access to the Canvas site once they have declared the DSI track). Interview and background check requirements vary across sites, and students should inquire directly with the specific site to determine what is needed to be considered for a placement at that site. **Students will need to meet with the site contact person to complete the Field Site Placement Confirmation Form <u>before</u> the start of the term in which they wish to work at that site.**

Sites approved by the DSI program for field study represent a broad range of clientele, professional approaches, human service philosophies, cultural and demographic settings, as well as other features. The range of features represented are:

- function of site (e.g., education, counseling);
- approaches in the field (e.g., family preservation/child advocacy);
- demographic context (e.g., children, youth, adults);
- site settings (e.g., home-based or center-based services); and
- cultural diversity (e.g., racial/ethnic characteristics, individuals with disabilities).

Sites that collaborate in field study reflect this varied exposure to human services. These sites provide early intervention and respite care services, parent training and support services, youth residential homes, programs for abandoned or runaway youth, vocational services for individuals with developmental disabilities, probation and juvenile-to-community transition services, and substance abuse treatment. These placements are meant to provide real-world professional exposure and experience for students seeking

careers in the human services that focus on direct delivery of behavioral, mental health, or other support services, including:

case manager, youth outreach worker, family support worker, rehabilitation case worker, behavioral management aide, community outreach worker, juvenile court liaison, human services liaison, residential care provider, eligibility worker, correctional/probation officer.

The actual work performed will vary depending on the specific site placement, but might include tasks such as:

- participating with group discussions;

- participating in planning meetings with youth and families;

- providing one-on-one tutoring or instruction to children/youth/adults;

- attending staff meetings or training sessions for staff and clients;

- observing children or youth and completing assessment forms; and

- developing written materials for the site;

- shadowing professionals in the field.

Supervision

A vital piece of the participation in the DSI field study is supervision. Students are assigned to a supervisor at the site where they are completing their field study hours. All students are also **required to register for FHS 473** (Human Services in Practice Supervision) each term they are participating in the field. Supervision may include written or other assignments in addition to participation in the supervision group, required meetings with site and university supervisors, and completion and submission of required documentation. **Students may be assigned written or other work to compensate for supervision meetings that occur on days when the university is closed during the academic term (e.g., Thanksgiving break).**

Important Requirements and Due Dates Each Term

FHS 473 Requirements	Due date
Work Plan Form	Friday, Week 3
Midterm Evaluation	Friday, Weeks 5 - 6
Final Student Self-Evaluation	Complete before final meeting
Final Evaluation	Friday, Week 10
Field Study Hours Timesheet	At final evaluation meeting

Work Plan

Once the field sites are established, students will schedule a meeting with their university supervisor and site supervisor to develop a work plan. The work plan meeting should occur **within the first two weeks of the term**. This initial meeting is the opportunity to lay the groundwork for the entire field study experience for the term. The work plan defines the roles and responsibilities of the student within the site and clarifies the specific expectations of both the university supervisor, and the site supervisor. In some sites, the site placement coordinator also will participate in this planning meeting. Each work plan should include the following components:

- student name/site supervisor name/university supervisor name;

- field site name;

  o dates/times that the student will be on site during the term;

  o dates/times that the student will be on site during finals week;

  o list of field activities (tasks to be performed by the student); and

  o list of competencies to be met during the field study and criteria for how meeting these competencies will be measured.

Field study hours performed beyond the third week of the term without a work plan on file will <u>not</u> count toward the needed total for the term. A copy of the final document should be given to the site supervisor and uploaded to the Canvas site for FHS 473. Students are encouraged to keep a copy of the work plan for their records and as a guide to ensure they are meeting the required competencies and responsibilities laid out in the agreement.

Evaluation

Evaluating the effectiveness of the field study will be dependent on clear and consistent methods of communication among site supervisors, university supervisors, and the students engaged in the field study. The onsite supervision of students will be a major vehicle for developing observational and communication opportunities to guarantee the quality of placements, professional learning among students, and student performance in the field. These observational and communication opportunities will be formalized in the field study evaluation described below.

A formal evaluation in each of the students' field study will be conducted in relation to regular observations and communication among respective site and university supervisors and students. The site supervisor will have daily contact with the students (when they are at the site) and be able to provide immediate feedback and guidance. The university supervisor will provide weekly supervision groups and monitor the students' development for the duration of the students' field study. The role of each of these supervisors is to provide support, guidance, and educational training to undergraduate DSI students.

In addition to onsite supervision and communication, students and supervisors must

complete formal evaluations (**see Important Requirements and Deadlines section above**). The purpose of the midterm and final evaluations is three-fold:

1. To assess how the field study is matching the original work plan,

2. To assess the student's performance that includes student's attendance, participation, etc., and

3. To assess if the student exceeds, meets, or does not meet the professional competencies outlined in the original work plan.

Students are encouraged to gather information from their sites as well as their work plans and evaluations for use in graduate applications and professional resumes and cover letters.

Roles and Responsibilities

This section describes the roles and responsibilities of each of the key players in the field study, including the student, the site supervisor, the field study coordinator, and the university supervisor.

Student

Students are expected to engage as professionals-in-training for community agencies approved by FHS for a field study. Students must meet all requirements related to the field study specified in this handbook.

Student Responsibilities

1. Read the FHS student handbook.

2. Identify an approved field site; contact site personnel and complete any necessary steps (e.g., interview, background check) to secure the placement; submit your Field Site Confirmation form.

3. Gather paperwork and forms necessary to complete the work plan, final evaluation, and timesheets.

4. Provide forms to onsite supervisor prior to meetings.

5. Schedule and participate in the development of the work plan along with the university supervisor and the site supervisor.

6. Implement the work plan activities with children/youth/families or other site staff.

7. Maintain a timesheet with site supervisor initials and submit it to university supervisor by the stated deadline.

8. Work with site personnel to meet site requirements, such as volunteer training sessions or other special requirements particular to the site.

9. Maintain a portfolio of field study records, such as a site supervisor initialed log of hours completed, the work plan form, and the final evaluation.

10. Work to meet field study competencies outlined in the work plan.

11. Follow site and program expectations for professional conduct, including:

    a. Maintaining professional relationships;

    b. Adhering to site policies for maintaining student/client confidentiality;

    c. Observing professional dress and grooming appropriate to the site/position;

    d. Being on time for scheduled field study hours.

12. Complete all field study assignments in a timely manner.

13. Schedule and participate in the midterm evaluation and final evaluation meetings with site supervisor and university field supervisor.

14. Complete the Student Self-Evaluation Form prior to the final meeting.

15. Contact the site supervisor and university supervisor if unable to participate in scheduled field study hours. You must give the site enough notice to find someone to fill in for your absence.

16. Work with site supervisor to arrange a make-up of field study hours missed. If a site is closed on the day a student was scheduled, the student is responsible for making up the hours missed.

17. Contact the university supervisor for support if any problems arise at a field site.

18. Attend Plan of Assistance (POA) meetings as requested.

Site Supervisor

Site supervisors are experienced community site personnel who supervise DSI field study students on site. These individuals are responsible for providing orientation and training on specific tasks or duties that field study students will perform. Site supervisors also take on a "mentoring" role with DSI students by **providing regular supervision and constructive feedback**. If a site supervisor leaves the site when a student is present, the site supervisor must find another staff person to fill in as supervisor during their absence. This ensures that the student has someone to "check in" with if needed.

<u>Site Supervisor Responsibilities</u>

1. Assist in developing a work plan/agreement with the student and university supervisor and establish a weekly schedule for the student that meets the student's field study requirements.

2. Provide an orientation to the site that includes the expectations of the student in the role of an intern, the site's policies and procedures, and the layout of the site's physical structure.

3. Regularly assist and guide the field study student, providing ongoing supervision and feedback on job performance, and meetings with the student after formal observations have been conducted.

4. Communicate with the student's university supervisor on a regular basis, especially if there are concerns.

5. Complete final written evaluations of the student's performance prior to meeting.

6. Actively participate in the work plan, midterm evaluation, and final evaluation meetings.

7. Verify student's timesheet with a signature.

Site Placement Coordinator

Depending upon the size, some sites will need to identify a placement coordinator in addition to the site supervisor. This site liaison will be the initial contact person for university staff and students and will identify appropriate field study placements and site supervisors within the site.

Site Placement Coordinator Responsibilities

1. Coordinate all scheduling of field study activities within the site.

2. Serve as the site liaison to university staff.

3. Identify and supervise all site supervisors within the site.

4. Ensure that site supervisors are aware of their roles and responsibilities.

5. Work with the university supervisor to determine appropriate job tasks for field study students or delegate this responsibility to the site supervisor.

6. Participate in student evaluations as appropriate or requested.

University Supervisor

The University supervisor functions as the liaison between the students, the community sites, and the FHS faculty and administration. University supervisors are responsible for assisting DSI students to determine appropriate field study placements and providing onsite support and training throughout the students' field study experience.

University Supervisor Responsibilities

1. Assist students in securing appropriate field study placements. Check to be sure student has a weekly schedule set up to meet the hour requirement for the term.

2. Supervise, evaluate, and support students in field study settings.

3. Serve as a liaison to site placement coordinator and site supervisor at the community site. Introduce self to these site personnel before working with the student within the site.

4. Make regular contact with site supervisor. Read and discuss written records of field study activities when necessary.

5. Debrief field study activities with students in weekly supervision group.

6. Attend and help facilitate work plan, midterm evaluation, and final evaluation meetings.

7. Monitor student files on Canvas.

8. Act as mentor and advisor to students.

9. Be available to site staff to assist in resolving any concerns with the field study placement or student's lack of meeting competencies. Communicate concerns to the FHS faculty member providing supervision of FHS 472/473.

10. Participate in weekly group supervision for university supervisors (Sup of Sup) led by an FHS faculty member.

11. Provide students with weekly office hours.

12. Determine whether students are meeting field study competencies.

13. At the end of the term, assign a grade of Pass or No Pass for FHS 473: Human Services in Practice Supervision and recommend a grade for FHS 472: Human Services in Practice (based on documentation collected from the student during supervision meetings).

14. Initiate and participate in Plan of Assistance (POA) meetings as needed and/or requested.

Family and Human Services Field Study Policies and Expectations Limiting Student Liability

Limits on Independent Work with Clients

As professionals in training, DSI students must receive adequate supervision when working with clients. Therefore, DSI students are **not** permitted to work *independently* with clients. This includes, but is not limited to, home visits, transport of clients in an agency vehicle, being alone with clients at the field site, and not within easy reach of a site supervisor. Exceptions to this policy must be pre-approved by both the university supervisor (in consultation with the FHS personnel supervising the field study) **and** the site supervisor.

Limits on Driving as part of the Field Study
Some agencies request students to drive as part of their duties. Students are only permitted to drive under the following circumstances:

- Students must be performing duties during **their second term of working with an**

agency only. Students in their first term of working with an agency are <u>not</u> allowed to drive as part of their field study duties under any circumstances.

- The **agency must provide the vehicle** the student will drive (i.e., the vehicle is owned or leased by the agency).

- The agency must have a **written** policy stating that they, not the student or university, have a liability policy covering transportation and related activities.

- Students must follow all agency procedures to obtain/maintain driving rights.

- **Students must have obtained <u>written pre-approval</u> from both their university supervisor and their site supervisor.** Students are responsible for demonstrating to their university supervisor that the above conditions are met before the university supervisor can grant approval.

Under <u>NO circumstances</u> are students permitted to transport clients in personal (non-agency) vehicles.

Limits on Paid Work at a Field Site

DSI students in field study may be paid for field study activities and hours at a COE community partner site with approval from the university DSI faculty supervisor. Students are required to provide a copy of their paid job description to the DSI faculty supervisor for a full review prior to the beginning of the term they intend to work.

Procuring Student Liability Insurance

Students are responsible for providing their own insurance coverage while working in the community. The university does **not** provide students with insurance to cover accident or medical cost. The university also does not offer liability coverage for students placed in non-university sites for field studies or student teacher placements. Liability coverage is provided for students in on-campus field placement only if the student is "acting as an agent of the Oregon Department of Higher Education." Most students do not qualify as university agents and therefore are not protected by university liability coverage. Therefore, students are **strongly advised** to purchase their own medical/accident and liability insurance. Professional organizations generally offer students low-cost liability policies (e.g., https://www.hpso.com/Insurance-for-you/Students-recent-graduates). For more information about general or professional liability insurance, contact the Office of Risk Management (https://safety.uoregon.edu/risk-management-and-insurance).

Mandated Reporting

FHS majors who are enrolled in Human Service in Practice (FHS 472) **are mandated reporters** of abuse and neglect of minors, elders, people with developmental delays, and in some circumstances, people with legally-defined chronic mental illness (see http://www.oregon.gov/dhs/Pages/index.aspx for additional information). If you believe that a report should be made, or are not sure, you *must* consult with your site supervisor (or another designated agency employee) *as soon as possible*. Follow your supervisor's instructions. If you and your site supervisor (or another designated agency employee)

disagree about whether a report should be made, you ***must*** consult with your university supervisor ***as soon as possible***. Your university supervisor will help you determine next steps based on the specifics of the situation, which may involve additional consultation to ensure compliance with applicable professional codes of ethics and Oregon state reporting laws.

If you witness or suspect abuse <u>when you are not engaged in activities connected with your field study or its clients</u>, you are required to make a direct report to the appropriate state agency and do not need to speak with either your site or university supervisor before doing so.

Some DSI students are mandated reporters because of their employment in a different organization, or because of the requirements of their license or certificate. <u>If this applies to you</u>, you must still follow the process described in this section for potential reports associated with your participation in Human Services in Practice (FHS 472). For any other reporting at your place of employment or in public, follow your normal reporting procedures.

Mandated reporting and definitions of abuse and neglect varies in different states and across protected client categories. It is the <u>students'</u> responsibility to be familiar with Oregon's requirements and to consult as needed in order to protect client welfare.

Field Study Hours

Each credit of FHS 472 equates to 30 hours of field study. Students involved in FHS 472 must participate in group supervision through FHS 473 (Human Services in Practice Supervision). Students may also be required to participate in group supervision, even if they are not actively involved in field study, if it is deemed necessary to support students' ongoing success and progress through the program.

Students are expected to evenly divide their field study hours across the entire term. However, as there is variation in the minimum number of hours that sites may require for students to participate in certain learning experiences, the exact distribution of hours across the term should be negotiated by students with their site supervisor and recorded in the work plan. For example, if a student is enrolled in **2 credits of FHS 472 (60 hours)**, it is expected that they will complete an average of **6 hours per week** over the **10 weeks of the term**. However, if a site requires that the student complete a minimum of 8 hours per week to engage in a specific learning experience negotiated during the work plan, these hours may be completed over 8 weeks. *Please refer to the section on weekly field study hour maximums for additional relevant information.*

Hours may only be counted toward completion of FHS 472 requirements during weeks in which students are registered for FHS 473 and actively meet with their university supervisor or complete assigned make-up activities. Students may receive a *No Pass* in both FHS 472/473 if they exceed two absences in FHS 473, as their FHS 472 hours will be considered *unsupervised*.

All field study hours must be completed during the period of active instruction (i.e., <u>not</u> during academic breaks) to count toward FHS 472. In the unique and unusual

circumstance that a student must discontinue training at a field study site before their full commitment to that site has been completed, that student is responsible for meeting their professional and ethical obligations to the agency and its clients, and that student *must* work with the site to develop a plan that mitigates the potential negative impact of their premature departure.

In addition to hours worked in the field site, field study hours documented on students' timesheets may include the following:

- work plan meeting;

- midterm evaluation meeting;

- final evaluation meeting;

- orientations at the site*;

- trainings at the site*; and

- research/tasks assigned by site supervisor to be performed offsite.

*At the discretion of the site supervisor. Must be articulated as part of the work plan.

*Up to 15 hours of advanced orientations and trainings provided by or in connection with field sites immediately preceding the placement (e.g., mandatory reporter training) may be included toward field study hours **with pre-approval** from the UO faculty providing supervision.*

Site closures

Students are responsible for making up hours missed if a site was closed for any reason on the day a student was scheduled to work. Examples of site closures include holidays, in-service days, and snow closures.

24-hour Field study

Students may count "awake" time in which they are "actively engaged" in work toward their field study hours. Any student who may be involved in 24-hour field study will need to document this option on their work plan. As with all field study experiences, a site supervisor must be accessible during the entire 24-hour period.

On-call Field study Hours

Students who have the option of field study activities that require them to be "on-call" may only count the time when "actively engaged" in work. Any student who may have "on-call" hours will need to document this option on their work plan. As with all field study experiences, the site supervisor must be accessible during the entire on-call period.

Driving time to/from Field study

Driving time is typically **not** included in the students' field study hours. The only

exceptions are agencies in Cottage Grove, SCAR/Jasper Mountain in Jasper, and SAFE Center in Marcola.

Students interning at these sites may include driving time as part of their field study hours documented on their timesheet for **one-way only**.

Week 10 and Finals Week

Students must plan to **complete ALL field study hours** for a given term **by the time of their final evaluation meeting in Week 10**. Students who do not complete their hours by the end of Week 10 may receive a *No Pass* in FHS 472 for that term. Only under unique and unusual circumstances, and only with the **advance written permission from their university supervisor**, may students complete field study hours during finals week. Students who do not receive advance written permission will <u>not</u> be allowed to count any hours completed during finals week toward their FHS 472 hour requirements.

Weekly Field study Hour Maximums

To support DSI students in their role as learners at their field sites, students are <u>not</u> allowed to consistently schedule hours in excess of 15 per week. Students may not enroll in more than 3 credits (90 hours) of FHS 472 per term. Any exceptions to this policy must be approved by the FHS Program Director. Students must email the Program Director and submit a written petition to support their request for an exception to this policy.

Leave of Absence or Voluntary Relinquishment of Major

Any student who has been accepted into the DSI track who wishes to leave the FHS major program temporarily must request a leave of absence. To make this request, please schedule an appointment with a [College of Education academic advisor](#) and they will talk with you about how to apply for a leave of absence. If a leave of absence is granted, the student will be allowed to rejoin the program and track *unless* the leave extends beyond one academic year (e.g., if a student follows the stated procedures to take a leave of absence beginning in the fall term, that student has until the following fall term to reenroll without reapplication). Students whose leave extends more than one academic year may be required to complete paperwork or other activities to assess retention of knowledge and skills related to ethical decision-making.

If a student in the DSI track chooses to leave the FHS program without notifying a College of Education academic advisor in writing and filing a leave of absence form as stipulated in these policies, they will relinquish their standing in the track. Students who decide to return to the DSI track after relinquishment will be required to complete paperwork or other activities to assess retention of knowledge and skills related to ethical decision-making. Upon return to the program and track, the student must comply with all policies and procedures, and complete all requirements and expectations required of students in that track.

College of Education
FAMILY AND HUMAN SERVICES PROGRAM

401 Research Requirement

Overview

Research (FHS 401 or another 401 course) is a *P/NP* course required of all FHS students. Students in the **Direct Service Intensive** track are required to complete 1 credit (a minimum of 30 hours of qualifying research activities). Students in the **Fundamentals** track are required to complete 3 credits (a minimum of 90 hours of qualifying research activities) and students in the **Prevention Science** Track are required to complete 7 credits (a minimum of 210 hours of qualifying research activities).

Pathway 1

In the first term of FHS 401, students will receive online instruction that will include 1) training for research experiences, 2) learning about research labs accepting FHS 401 students, and 3) how to sign up for a research lab if they are continuing FHS 401 next term (e.g., FHS Fundamental and PS students). This introduction term is known as Pathway 1.

1. There are several research activities that you may choose to complete and create positive learning experiences about research. With this research option, 1 credit of 401: Research requires you to complete 30 activity points during the term in which you registered for 401 credits.

2. To track your points, you must fill out and submit the **Activity Point Tracking Form**. The form includes a list of qualifying FHS-approved activities. Activity Point Tracking Form lists Qualifying Activities and Instructions. Fill in the Tracking Form throughout the term.

3. *The Tracking Form must be uploaded to Canvas by 5pm on the Friday of Week 5 for mid-term check in and Week 10 for final submission.*

Important Pathway 1 Requirements and Due Dates Each Term

FHS 401 Pathway 1 Requirements	Due date
Work Plan Form	Friday, Week 3
Midterm Advising Session	Friday, Week 4
Activity Point Tracking Form	Friday, finals week

Pathway 2

In subsequent the term(s), continuing students will sign up for FHS 401 credits to gain supervised experience in a research lab. The list of research labs participating are available both on the FHS Community Canvas page and the FHS blog. **Students will complete the course requirements and track their research hours to receive a P/NP grade for each term enrolled in 401: Research.** FHS

Fund students typically complete 1 credit (30 hours) each term; to complete more than one credit they need approval from their FHS 401 instructor and lab research supervisor. FHS PS students typically complete 2 credit hours (60 hours) each term of their senior year; to complete more than two credits, they need approval from their FHS 401 instructor and their lab research supervisor. To fulfill the FHS 401 requirement, students also may take a 401 Research course in a relevant academic program (e.g., Women and Gender Studies WGS: 401; Sociology SOC: 401; Psychology PSY: 401). Students enrolled in 401 Research choose a range of qualifying research activities to complete. Students must complete a minimum of 30 hours of qualifying research activities per credit of FHS 401.

1. A list of research opportunities for the 2024-2025 Academic Year can be found here. Students will sign up for a research lab on Sign Up Genius to hold a spot until the research faculty confirms admittance into the lab. If the faculty no longer has spots, or you determine it is not a good fit, please let your FHS 401 instructor know and remove your name from Sign Up Genius.

2. Apply by emailing the faculty using this email template and following any additional instructions for each position. Once you have been selected for a position, register for FHS 401: Research credits. For summer term only, please email your FHS 401 instructor and CC: your research supervisor (e.g., the person who supervises your research in the lab—this could be a GE, a lab manager, or a faculty member) to receive clearance to sign up for FHS 401.

3. By week 3, you will need to turn in your Work Plan for the term on Canvas, which will outline the activities you will be working on for the term in your research lab.

4. Fill in the Hours Timesheet throughout the term. You will have a mid-term advising session with your FHS 401 instructor to discuss your progress in Week 4.

5. You will complete a Self-Evaluation at the end of the term, which your research supervisor will sign. The signed Self-Evaluation and Hours Timesheet must be uploaded to Canvas by 5pm on the Friday of Week 5 for mid-term check in and Friday the week of finals for final submission.

Important Pathway 2 Requirements and Due Dates Each Term

FHS 401 Pathway 2 Requirements	Due date
Work Plan Form	Friday, Week 3
Midterm Advising Session	Friday, Week 4
Final Student Self-Evaluation	Friday, finals week
Hours Tracking Timesheet	Friday, finals week

Activities approved by the FHS program for research represent a broad range of exposure to formulating, designing, and conducting research; learning scientific writing; engaging in scientific literature database searches, and more. The actual work performed will vary depending on the approved research activity, but you may engage in the following:

- conducting reviews of scientific literature;

- writing manuscripts and reports;

- participating in group lab meetings and discussions;

- attending scientific lectures;

- coding data, entering data for analysis, and analyzing data;

- participating in a graduate student or faculty member's research lab; and

- helping with research participant activities.

Leave of Absence or Voluntary Relinquishment of Major

Any FHS student who wishes to leave the FHS Fundamentals or Prevention Science program temporarily must request a leave of absence. To make this request, please schedule an appointment with a College of Education academic advisor and they will talk with you about how to apply for a leave of absence. If a leave of absence is granted, the student will be allowed to rejoin the program and track. Upon return to the program and track, the student must comply with all policies and procedures, and complete all requirements and expectations required of students in the program and the track.

Evaluation

Students receive a Pass grade for completing all FHS-approved research activities required and that correspond to the number of credits for which the student is enrolled for FHS 401 Research credits. For students working under the supervision of a faculty member, a P/NP grade will be assigned by the faculty member and based on the faculty member's evaluation of student performance with input from the research supervisor (e.g., GE or lab manager) if that is not the faculty member themselves.

Roles and Responsibilities

This section describes the roles and responsibilities of the student in FHS 401 and the research supervisor who supervises their work in a lab for Pathway 2.

Students must meet all requirements related to the 401 Research experience specified in this handbook and the FHS 401 syllabus (see current version linked on the **FHS blog**).

Student Responsibilities

1. Read the FHS student handbook and the **FHS blog** for current research opportunities.

2. Sign up for the appropriate FHS 401 Pathway. In the summer, contact the FHS coordinator (fhs@uoregon.edu) to receive clearance for the 401 course, copying the faculty lab supervisor if you are working in a faculty lab.

3. Identify approved research activities; complete the necessary steps to secure the experience (e.g., talk to the faculty lab supervisor, reserve your place to attend a research workshop). Complete a Work Plan by Friday of Week 3.

4. Track your research activities if you are in Pathway 1 or your research hours on the Hours Tracking sheet if you are in Pathway 2.

5. Meet with your FHS 401 instructor by Friday of Week 4 (see **FHS blog** for the 401 syllabus).

6. Complete a Self-evaluation and your Hours Tracking sheet by the end of Week 10 and request for your research supervisor (e.g., graduate student, lab manager, or faculty) to sign both forms.

7. Turn in your signed Self-Evaluation and Hours Tracking sheet by the Friday of finals week.

**Research Supervisor Responsibilities**

The research supervisor for the students direct research experience (Pathway 2) may be a graduate student or lab manager working under the supervision of a faculty member or it may be the faculty member themselves.

1. In Spring (ideally) or before fall term starts (at the latest), please fill out the FHS 401 Research Qualtrics form to let the FHS team know what research opportunities you have, the requirements for joining your lab, and how many students you are willing to take.

2. Work with the student to supervise the development of their Work Plan. The *student* not the research supervisor fills this out, and then the research supervisor reviews the plan, suggests changes if needed, and signs the final version by Friday of Week 3 each term.

3. Check in with the student by Week 6 to make sure they on track to fulfill the designated number of hours. They should be using their Hours Tracking sheet to track hours, and at mid-term, they should have about 15 hours. Assign more tasks as needed.

4. Each FHS 401 *student* will complete a Self-Evaluation and their Hours Tracking Sheet and send it to you to sign by the end of Week 10. Adding additional comments to the Self-Evaluation is encouraged but optional.

College of Education
FAMILY AND HUMAN SERVICES PROGRAM

Resources
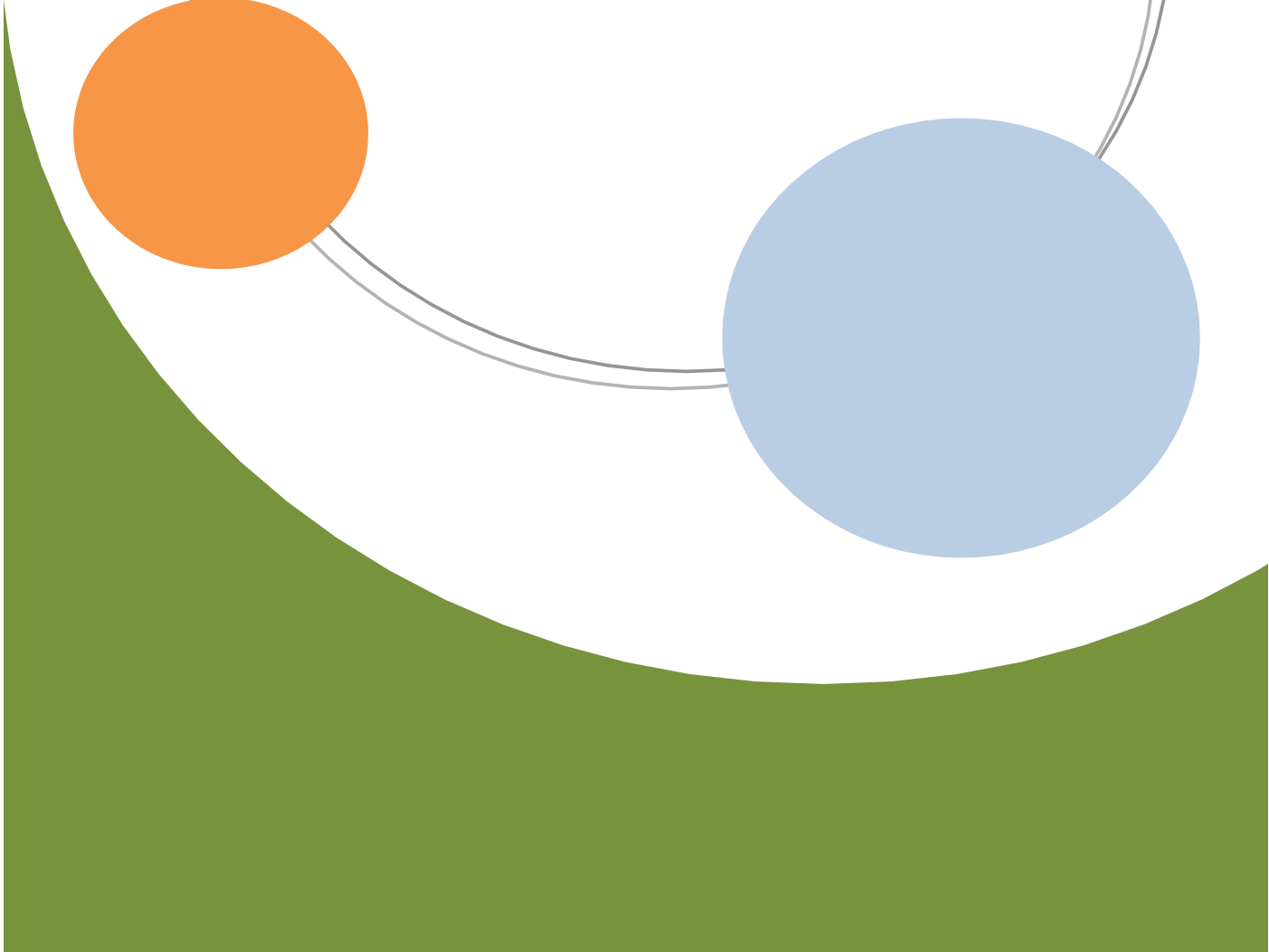
Student Resources

In addition to this handbook, the FHS Community Canvas page and the FHS blog contains additional information about our program and a resources page.

As a reminder, you can always contact a College of Education academic advisor, the FHS program coordinator, or the FHS program director if you have any questions.

College of Education Academic Advisor: (541) 346-3405 or email coesas@uoregon.edu

FHS Program Coordinator: (541) 346-3167 or email fhs@uoregon.edu

FHS Program Director: email jendoty@uoregon.edu