# Table of Contents

Welcome Letter .......................................................................................................................... 1
Who’s Who in FHS .................................................................................................................... 2
**Academic Advising** .............................................................................................................. 5
  - FHS Curriculum Worksheet ............................................................................................... 6
  - FHS Program Plan: Year-at-a-Glance ............................................................................... 7
  - Equity and Diversity & Professional Depth Requirements .................................................. 8
**Policies** .................................................................................................................................. 11
  - Admissions .......................................................................................................................... 11
  - Retention of Good Standing Within the FHS Program and Major Status ....................... 14
  - FHS Curriculum and Program Participation ...................................................................... 17
    - Field study policies ......................................................................................................... 18
**FHS Competencies and Field Study Information** ................................................................ 27
  - Student Competencies ....................................................................................................... 27
  - Field Study Information .................................................................................................... 35
**Resources** ............................................................................................................................. 45
September 1, 2017

Dear Members of the 2019 FHS Cohort:

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 first.** The information in this handbook is subject to change; therefore, (1) be sure you refer to the version of the handbook posted on the FHS website, as this will always be the most up-to-date, and (2) **read your email every day**, as any changes will first be announced via email. It is also an expectation that you will **respond to email from FHS faculty or staff within 72 hours**, as your prompt response helps us to best support you.

This program utilizes the standards of the National Organization for Human Services (NOHS) to guide our curriculum. NOHS also sets the ethical standards that you are required to follow as an FHS student. The central tenet of these standards is to **avoid harm to those you serve**. The many skills you will learn, which will prepare you to perform a variety of professional roles that serve to prevent or mitigate the harms individuals and families experience within our society, are built on this foundation of ethics.

FHS adheres to a **strengths-based perspective** and utilizes Bronfenbrenner’s ecological model as the primary theory to guide assessment 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, all within an environment of scarce resources. One of your most scarce resources may be **time**. 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! I look forward to getting to know each of you in the coming year!

Sincerely,

Jessica M. Cronce, PhD
Associate Professor, Department of Counseling Psychology and Human Services
Director, Family and Human Services Program
Who’s Who in FHS

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. Randy Kamphaus
COE Dean

Prof. Elizabeth Stormshak
CPHS Department Head

Assoc. Prof. Jessica Cronce
FHS Program Director

CPHS Faculty (in alphabetical order)

Left-to-right:
Sen. Lect. I Tiffany Brown
Assist. Prof. Elizabeth Budd
Prof. Krista Chronister
Assoc. Prof. Jessica Cronce

Assist. Prof. Nichole Kelly
Sen. Lect. II Shoshana Kerewsky
Assoc. Prof. Atika Khurana
Assist. Prof. Jean Kjellstrand

Prof. Leslie Leve
Assoc. Prof. Deanna Linville
Prof. Benedict McWhirter
Prof. Ellen McWhirter
FHS Program Staff (in alphabetical order by role)

Left-to-right:
(Academic Advisors) Christi Boyter, Randy Martin
(Student Services Coordinator) TBD

Prof. Elizabeth Skowron
Assist. Prof. Tasia Smith
Prof. Elizabeth Stormshak
Sen. Inst. I Surendra Subramani

Assoc. Prof. Emily Tanner-Smith
Assoc. Prof. Jeffrey Todahl
Sen. Lect. I Karrie Walters
Academic Advising for FHS Majors

Each admitted and enrolled FHS major student should meet regularly with one of the FHS program’s academic advisors. Meetings with an advisor should focus primarily on issues such as short and long-term scheduling, developing individualized plans, study abroad, and graduate school preparation.

Students must follow these procedures:

1. Your specific UO general education and FHS major requirements are contained on a form, the University of Oregon degree audit (or degree guide), in your individual account in your UO DuckWeb interactive information system. Records are updated periodically, especially during summer break. Make sure you review the degree audit at least once per term to confirm you are making timely progress toward graduation.

2. The most important advising meetings take place immediately before your first term as an admitted FHS major, to refine your junior year plan, and at the end of your first year, to refine your senior year plan. Be sure to check your UO email every day, as advising information and important updates are shared with you via this medium. Other important advising times include prior to taking a leave of absence or moving to part-time, planning to study abroad, or checking eligibility regarding any form of an “accelerated/alternative” plan in the program.

3. After a meeting with an academic advisor, an individualized advising plan will be placed in your “FHS Student Mailbox/Paper Return” horizontal file cabinet to the right of the door when you enter 340 HEDCO. You will want to refer to this each term when registering or at any time changes to your schedule will occur. When making advising appointments please do so 2 to 3 weeks before the first day of registration for the upcoming term. Please schedule an appointment with an advisor via email (Christi: cboyter@uoregon.edu or Randy: rmartin@uoregon.edu).

4. The advisor may come into one of your cohort classes each term 1 to 2 weeks before registration to discuss scheduling for the upcoming term’s classes/times/rooms and CRNs. The detailed advising form will be available on the FHS website. Be sure to utilize this form for assistance with registration. Register as soon as you are able to help with section maintenance and getting into classes.

5. Before you register in the term preceding your graduation term YOU MUST review your degree audit form in DuckWeb and make sure all requirements are in order and meet with an 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.

The following three pages contain curriculum information to help you navigate the FHS program.

†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 website.
**FHS Curriculum Worksheet**

<table>
<thead>
<tr>
<th>Pre-requisite Core</th>
<th>12 credits</th>
<th>G or P/NP</th>
</tr>
</thead>
<tbody>
<tr>
<td>FHS 213 Issues for Children and Families</td>
<td>G 4</td>
<td></td>
</tr>
<tr>
<td>FHS 215 Exploring Family and Human Services</td>
<td>G 4</td>
<td></td>
</tr>
<tr>
<td>FHS 216 Diversity in Human Services</td>
<td>G 4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Studies</th>
<th>24 credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FHS 328 Human Development in the Family Context</td>
<td>G 4</td>
<td></td>
</tr>
<tr>
<td>FHS 330 Individual Interventions in Ecological Contexts</td>
<td>G 4</td>
<td></td>
</tr>
<tr>
<td>FHS 331 Group and Community Interventions</td>
<td>G 3</td>
<td></td>
</tr>
<tr>
<td>FHS 420 Research in Human Services</td>
<td>G 4</td>
<td></td>
</tr>
<tr>
<td>FHS 491 Junior Professional Practices and Issues I</td>
<td>G 3</td>
<td></td>
</tr>
<tr>
<td>FHS 492 Junior Professional Practices and Issues II</td>
<td>G 3</td>
<td></td>
</tr>
<tr>
<td>FHS 495 Senior Professional Practices and Issues II</td>
<td>G 3</td>
<td></td>
</tr>
</tbody>
</table>

1 of the following 2 classes: 3 credits

<table>
<thead>
<tr>
<th>Class</th>
<th>Credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FHS 493 Junior Professional Practices and Issues III</td>
<td>G 3</td>
<td></td>
</tr>
<tr>
<td>FHS 494 Senior Professional Practices and Issues I</td>
<td>G</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Field &amp; Capstone Experience</th>
<th>20-21 credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>***FHS 406 Special Problems: Beginning Field Studies I,II,III</td>
<td>P/NP 6</td>
<td></td>
</tr>
<tr>
<td>***FHS 406 Special Problems: Advanced Field Studies I,II,III</td>
<td>P/NP 6</td>
<td></td>
</tr>
<tr>
<td>FHS 496 Senior Project Proposal</td>
<td>G 1</td>
<td></td>
</tr>
<tr>
<td>FHS 497 Senior Project</td>
<td>G 2</td>
<td></td>
</tr>
</tbody>
</table>

**Equity and Diversity Req.**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**Professional Depth Req.**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>*4-5</td>
<td></td>
</tr>
</tbody>
</table>

**Total credits**: 67-69

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1. A list of approved courses that fulfill these requirements is updated annually and can be obtained from the FHS Academic Advisors.

**Equity and Diversity Requirement**: Courses that fulfill this requirement must explicitly address and seek to increase awareness of aspects of human diversity, equity, and social justice relevant to work in the human services. 4 credits required.

**Professional Depth Requirement**: Students must take at least 4 credits from one of the following categories to fulfill this requirement:

- **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 Intervention**: Courses in this category must explicitly address and seek to increase knowledge of prevention and/or intervention (direct practice) approaches relevant to careers in the human services, or behaviors that are the focus of prevention and/or intervention in this context.
- **Organization and Public Policy**: Courses in this category must explicitly address and seek to increase knowledge of organizational structures or public policy processes relevant to work in the human services.

* Students must enroll in a minimum of 4 credits within an area of Professional Depth; however, students may fulfill this requirement through a combination of courses with credits that can range from 1 to 4 credits.

** Students are required to enroll in FHS 407 for each term enrolled in FHS 406.

*** Students must enroll in a minimum of 2 credits of FHS 406 in each term they are enrolled in FHS 406 (i.e., you may **NOT** take only 1 credit of FHS 406). See FHS Academic Advisors if you wish to add FHS 406 credits beyond the 2-credit minimum in any given term or have any other questions regarding this requirement.
† **FHS Program Plan: Year-At-A-Glance**

Please refer to the FHS Curriculum Worksheet on the preceding page for course titles. All courses listed below are required to complete the FHS major.

**Year: 2017-2018**

<table>
<thead>
<tr>
<th>Fall 2017</th>
<th>Winter 2018</th>
<th>Spring 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>FHS 328 (04)</td>
<td>FHS 331 (03)</td>
<td>FHS 213, 215 or 216 (04)</td>
</tr>
<tr>
<td>FHS 330 (04)</td>
<td>FHS 420 (04)</td>
<td></td>
</tr>
<tr>
<td>FHS 491 (03)</td>
<td>FHS 492 (03)</td>
<td>FHS 493 OR FHS 494 (03)</td>
</tr>
<tr>
<td>FHS 496 Beginning (02)</td>
<td>FHS 406 Beginning (02)</td>
<td>FHS 406 Beginning (02)</td>
</tr>
<tr>
<td>FHS 407 Beginning (01)</td>
<td>FHS 407 Beginning (01)</td>
<td>FHS 407 Beginning (01)</td>
</tr>
<tr>
<td><strong>Total Credits: 14.0</strong></td>
<td><strong>Total Credits: 13.0</strong></td>
<td><strong>Total Credits: 6.0-10.0</strong></td>
</tr>
</tbody>
</table>

**Year: 2018-2019**

<table>
<thead>
<tr>
<th>Fall 2018</th>
<th>Winter 2019</th>
<th>Spring 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equity &amp; Diversity OR Professional Depth Requirement (04)</td>
<td>Equity &amp; Diversity OR Professional Depth Requirement (04)</td>
<td>Equity &amp; Diversity OR Professional Depth Requirement (if needed) (04)</td>
</tr>
<tr>
<td>FHS 496 (01)</td>
<td>FHS 495 (03)</td>
<td>FHS 497 (02)</td>
</tr>
<tr>
<td>FHS 406 Advanced (02)</td>
<td>FHS 406 Advanced (02)</td>
<td>FHS 406 Advanced (02)</td>
</tr>
<tr>
<td>FHS 407 Advanced (01)</td>
<td>FHS 407 Advanced (01)</td>
<td>FHS 407 Advanced (01)</td>
</tr>
<tr>
<td><strong>Total Credits: 8.0</strong></td>
<td><strong>Total Credits: 10.0</strong></td>
<td><strong>Total credits: 5.0-9.0</strong></td>
</tr>
</tbody>
</table>

1. This schedule reflects the FHS major requirements. In terms with fewer than 13 credits you may want to add leftover general education, second major or minor classes to increase term credits.
2. For a list of classes that meet the Equity and Diversity Requirement and Professional Depth Requirement, see the officially approved courses list (the version current as of September 17, 2017 is included below; however, always refer to the FHS website for the most recent version).
3. Students must enroll in a minimum of 2 credits of FHS 406 in each term they are enrolled in FHS 406 (i.e., you may NOT take only 1 credit of FHS 406). Students must see FHS Academic Advisors if they wish to add FHS 406 credits beyond the 2-credit minimum in any given term or have any other questions regarding this requirement.
†Approved Courses: Equity & Diversity and Professional Depth Requirements (2017-2018)

Students in FHS must take a minimum of 8 credits based on the criteria below. Approved courses are each 4 credits unless specified otherwise. Prerequisites are also listed.

Students with unique and unusual circumstances may request to substitute one equivalent course for a course listed below. Prior to enrolling in the course, students must complete the COE Petition to Waiver Form and the FHS Course Substitution Form (available from the FHS website) and meet with an FHS Academic Advisor to determine if the substitution is allowable.

**Equity and Diversity Requirement:** Students must take at least 4 credits from this category. Courses in this category must explicitly address and seek to increase awareness of aspects of human diversity, equity, and social justice relevant to work in the human services.

- ANTH 165  Sexuality and Culture
- ANTH 278  Scientific Racism
- ANTH 314  Gender Cross-Cultural Perspectives
- ASL 301  American Deaf Culture
- CRES 420  Restorative Justice
- ES 352  Social Equity and Criminal Justice
- PHIL 307  Social and Political Philosophy
- PSY 380  Psychology of Gender
- SOC 207  Social Inequality
- SOC 313  Social Issues and Movements
- SOC 345  Race and Ethnicity
- SOC 355  Sociology of Gender
- WGS 201  Introduction to Queer Studies
- WGS 321  Feminist Perspectives: Identity, Race, Culture (prereq: either WGS or ES 101)

**Professional Depth Requirement:** Students must take at least 4 credits from one of the following categories:

**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.

- FHS 401  Research (1-4 credits---see dept. advisor for registration procedure)
- MATH 243  Probability and Statistics (prereq Math 111)
- PPPM 413  Quantitative Methods
- PPPM 422  Grant Proposal Writing (1 credit)
- PS 102  Thinking Like a Social Scientist
- PS 109  Politics Science and Body
- PSY 301  Scientific Thinking in Psychology
- SOC 312  Quantitative Methods in Sociology
**Prevention and Intervention:** Courses in this category must explicitly address and seek to increase knowledge of prevention and/or intervention (direct practice) approaches relevant to careers in the human services, or behaviors that are the focus of prevention and/or intervention in this context.

- CFT 412  Healthy Relationships (*3 credits*)
- CPSY 417  Introduction to Counseling Psychology Profession (*2 credits*)
- FHS 329  Youth Psychopathology in Context
- FHS 406  Field Studies (*1-4 credits---see dept. advisor for registration procedure*)
- FHS 482  Prevention of Youth Violence
- FHS 483  Prevention of Interpersonal Violence

**Organization and Public Policy:** Courses in this category must explicitly address and seek to increase knowledge of organizational structures or public policy processes relevant to work in the human services.

- FHS 327  Organizational Issues in Human Services
- PPPM 426  Strategic Planning for Management
- PS 485  Civil Rights and Civil Liberties
- SOC 304  Community, Environment, and Society
- SOC 480  Crime and Social Control
College of Education
FAMILY AND HUMAN SERVICES
PROGRAM

Policies
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/display/governance/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 website.

ADMISSIONS

Equal Opportunity and Affirmative Action

The University of Oregon affirms and actively promotes the right of all individuals to equal opportunity in education and employment at this institution. All criteria for election, admission, and retention of students will be applied without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, or any other extraneous consideration not directly and substantively related to effective performance.

Minimum Requirements

Students are admitted to the FHS undergraduate major on a competitive basis. The major has restricted enrollment; therefore, not all students who meet the minimum requirements may be admitted.

Students applying to FHS should have completed a minimum of 50 credits by the time of application with a minimum cumulative GPA of 2.5 and demonstrate satisfactory progress toward completion of general university requirements. Applicants who have completed any FHS premajor core classes (i.e., FHS 213, FHS 215, FHS 216, or equivalents) must have received a C- or better in each course. Applicants must have evidence of volunteer work with children, youth, adults, and/or families, preferably within a community agency or other structured setting. A minimum of 60 hours of volunteer work is strongly recommended, as students will be required as part of their application to obtain a letter of reference from someone who has supervised their volunteer work within the past 7 years.

All students are admitted under conditional status, pending an FBI background check and UO student conduct check. Other conditions of admission include satisfactory completion of specified orientation and training events.
Review of Conditional Status

As noted above, all students are admitted to FHS under conditional status. Students offered admission to FHS will receive a conditional admission letter detailing the conditions that must be met and the timelines for meeting these conditions in order for conditional status to be removed. A review will take place prior to the start of fall term to determine if each student has met the stated conditions. Failure to meet the conditions may result in termination from the program.

Orientation & Agency Fair

Students are required to attend an FHS student orientation event and field study agency fair in spring term prior to entry into the program. Students are required to attend both events; these events may be held on the same or different days. Attendance at these events is a condition of full admission to the FHS major. Students who, due to unique and unusual circumstances, are not able to attend the orientation and/or agency fair must notify the Student Services Coordinator by no later than 2 weeks prior to the orientation and will be required to complete make-up activities as assigned.

FBI Background Check

Students must complete a background check/fingerprinting through the FBI or an FBI-approved channeler prior to full admission to the FHS program. Students will be responsible for the fees involved. *An electronic copy of the background check must be submitted following the instructions posted on the FHS website by no later than 5:00pm on Friday of week 5 of spring term for students who have been offered conditional admission to the program.* This timing is necessary to allow students with charges appearing on their background check to meet with FHS personnel (see below). Students who do not complete their background check will not be allowed to enroll in FHS 406 (field study) and may be subject to immediate dismissal from the FHS program. We strongly encourage all students to keep the original background check report for their records.

*Students who are unable to use an FBI-approved channeler (e.g., international students), will automatically be granted an extension through week 10 of the spring term prior to admission, but should begin the FBI background check process as soon as possible after deciding to accept the offer of admission.

Please note: Some agencies may require separate background checks in addition to the one completed for admission to the FHS program. Students are responsible for any additional fees involved.

Students with findings of any kind appearing on their FBI background check may be asked to meet with the program director, academic advisors 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) It will help program personnel 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 and completion of the FHS program, as many sites have restrictions beyond those of the FHS program in general, and (2) students with findings on an FBI background check will likely be asked about their history at field placement and future job interviews; preparing a statement now, and clarifying that statement through the process of discussion with FHS personnel, is an opportunity for professional development and will assist students in the interview process. If present at this meeting, the primary role of the academic advisors will be to provide guidance on registration for field study credits or to provide counseling on other academic alternatives if the student is deemed ineligible for FHS based on the criteria below. Other resources will be provided to assist students in selecting their field placement site.

As the FHS program involves field study placements with agencies serving the community, including children and families, students with felony charges related to crimes against children will not be admitted; 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 FHS major. Students omitting or misrepresenting relevant facts related to charges appearing on their FBI background check that would have direct bearing on their eligibility for admission to the program may be immediately terminated from the program.

**Student Conduct**

FHS will request your conduct history from the Office of Student Conduct and Community Standards in Student Life at the University of Oregon prior to granting full admission to the FHS major. While prior disciplinary history does not automatically preclude a student’s participation in the FHS major, this information is taken into consideration and may be the grounds for denying admission to the FHS major or placement on a period of conditional admission status that extends beyond fall term of their junior year.

**Field Study Preservice Training**

The preservice training provides information on core knowledge and information and practical experience in the areas of core skills (see FHS Student Competencies). Specifically, this training provides students with information about how to be successful in the program as well as crucial information on rules and guidelines for being a professional in training. Furthermore, detailed information on Child Abuse and Neglect Reporting Laws, confidentiality of client information and records, and
issues of basic health and safety are provided. **Students must attend the preservice training scheduled prior to the first week of classes junior year and senior year to participate in any field study activities.** Students who, due to unique and unusual circumstances, are not able to attend the training must notify the Student Services Coordinator by no later than **August 19th**, and will be required to complete make-up activities assigned by their university supervisor during week 1 of the fall term before beginning their field study hours.

**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 before the fall term in which they are admitted and are required to **only use their UO email account when corresponding with FHS and field site personnel** (e.g., FHS faculty, FHS or field site staff, university supervisors, site supervisors). Students are required to **check their UO email daily**, 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 endeavor to respond within 72 hours.** Failure to respond to program emails in a timely fashion may place the student in jeopardy of losing good standing.

**Contact Information**

Students are required to communicate with the Student Services Coordinator whenever a change of contact information occurs. This includes mailing address, phone numbers and email addresses. It is the responsibility of the student to ensure the contact information 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, listening 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, it is at the discretion of the instructor to determine 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.

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 in required courses, including the pre-admit core courses (FHS 213, 215 & 216).
- Pass all required field studies experiences and supervision components.
- Maintain a cumulative university GPA of 2.5.
- 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 (http://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/academic-misconduct.

Student Evaluation

Evaluation of student performance in University courses and in field-based settings is continuous, to ensure students continue to meet retention requirements. At minimum, each student is required to meet with an FHS academic advisor once a term to discuss the next term’s coursework and to review the student’s progress. These evaluation sessions should assist you in developing plans to meet major and degree requirements. If an advisor feels that the student’s progress is unsatisfactory, the program director or specific faculty involved will be notified and a Plan of Assistance (POA) meeting may be called if appropriate. Other FHS personnel (i.e., faculty, university supervisors) may also initiate a POA meeting to support student success.

Plan of Assistance (POA) meeting

A student may be asked to participate in a POA meeting at any point if the academic advisors, FHS program director, FHS faculty, or the student’s university supervisor deems it necessary to support their ongoing success and progression in the major. POA meetings may be used when students have voiced potential barriers to or not demonstrated adequate progress in the areas of academics, professional behaviors, program competencies, or field study. 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., a student discloses that they have experienced a death in their family and they are worried about how they will keep up with their coursework and field study hours), 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, which may signal concerns about academics and professional behavior). Participants in the POA meeting will determine the tasks necessary for the student to make improvement (e.g., participate in weekly individual and/or group meetings with their university supervisor) and the student may be asked to develop an action plan. If the impetus for the POA meeting is the student’s failure to meet the retention requirements and standards of the FHS major, the student must develop an action plan.

**Action plan**

A written action plan must include:
- A description of the issues to be addressed,
- A plan for addressing each issue,
- A description of any previous efforts to address or prevent each issue,
- Criteria for determining the issues have been remedied or resolved, and
- A timeline for review.

The final action plan must be discussed with and signed by the student, as well as by the pertinent FHS personnel, which may include academic advisors, instructors, and the program director. Academic advisors will retain documentation of progress toward meeting the stipulations and timelines of the action plan. If the stipulations are not completed by the deadlines outlined in a student’s action plan, a committee comprising the FHS program director, a second core faculty member, and an academic advisor will determine next steps, which could include involuntary termination from the program.

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 at: https://policies.uoregon.edu/grievance-procedures.

**Leave of Absence from FHS**

A student wishing to leave the FHS major program temporarily must request a leave of absence from one of the FHS academic advisors in writing (email is acceptable) and complete a leave of absence form, available on the FHS website. If a leave of absence is
granted, the student will be allowed to rejoin the program without having to reapply to the major unless the leave extends beyond one academic year (i.e., 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). More than a 1-year absence will require that the student complete a full application for admission before re-entry.

**Voluntary Relinquishment of Major Status**

If a student chooses to leave the program without notifying an academic advisor in writing and filing a leave of absence form as stipulated in these policies, they will relinquish their standing in the FHS major. Students who decide to return to the FHS major after relinquishment will be required to re-apply for admission. If re-admitted to the major, the student must comply with all policies and procedures, and complete all requirements and expectations required of the cohort to which they have been re-admitted. This is required even if the policies, procedures, requirements and expectations are different from the ones in place at the time of their relinquished standing in the FHS major.

**FHS CURRICULUM AND PROGRAM PARTICIPATION**

**COE Identification Badge**

The COE requires that students placed in field experience, practicum, or student teaching sites and faculty/staff who supervise students at these sites obtain college issued identification badges (i.e., COE ID badges). These badges indicate that the student/staff/faculty has received background clearance based on an FBI criminal history check. See [https://education.uoregon.edu/academics/coe-id-badge](https://education.uoregon.edu/academics/coe-id-badge) for more information.

COE ID Badges can be obtained from the EMU Card Office after you have submitted evidence of your completed FBI criminal history check to the FHS program. Students are responsible for any fees involved in obtaining, or if lost, replacing, a COE ID badge.

**Student Records**

Policies governing retention and access to student educational records and directory information can be found at: [https://policies.uoregon.edu/vol-3-administration-student-affairs/ch-5-student-records/student-records](https://policies.uoregon.edu/vol-3-administration-student-affairs/ch-5-student-records/student-records)

**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 equality 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 regardless of differences;
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

Students may request a waiver of course work that duplicates course work taken within the past 7 years, but students may not request a waiver of credit hours. Experience in the field is generally not a basis for waiving course work. Typically, no more than two courses can be waived. The student must request a waiver prior to enrollment in a course. Only the instructor teaching the course for which the waiver is requested may grant the request. Academic advisors may not grant course waivers. Students are responsible for completing the petition to waiver form and providing the instructor with the materials supporting their request (e.g., syllabus, readings, tests, projects and transcript of course grade), demonstrating that the completed course had the same breadth and depth of content and competencies as the FHS course.

Field Study

General Field Study Expectations and Guidelines

Student liability insurance coverage

Students are responsible for providing their own insurance coverage while working in a practicum or field placement site. 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 practicum, field, 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 placed in practica or other field placements are strongly advised to purchase their own medical/accident and liability insurance. Professional organizations generally offer students low-cost liability policies. For more information about general or professional liability insurance, contact the Office of Risk
Management (http://orm.uoregon.edu/).

Number of site placements

Juniors are expected to participate with three sites to get a full breadth of experiences. Students who intern at a site that requires a two-term commitment necessarily only participate with two sites in their beginning year (i.e., one term at one site; two terms at a second site). One caution is that juniors choosing only two sites their junior year are limiting their choices for their senior experience. Generally speaking, seniors will choose one site from their junior year and commit two to three terms at that site. One exception to this convention is students who participate in international field study experiences.

International field study

Students interested in completing an internship with an international field study site during the summer term should contact the IE3 program at the University of Oregon. Only internships offered through the IE3 program will be allowed. Enrollment in FHS 406 at an international site during the summer must be approved in writing by a student’s spring term university supervisor. Students must provide their university supervisor with the name and location of their field site, the name and contact information for their site supervisor, and a description of the duties and hours they negotiated with their site supervisor.

Supervision

Students involved in any field study (FHS 406) and/or completing their senior projects (FHS 496/497) must participate in group supervision (FHS 407). Students may also be required to participate in group supervision, even if they are not actively involved in field study or their senior project, if it is deemed necessary to support students ongoing success and progress through the program (see Plan of Assistance and Action Plan sections above). Groups meet once a week for approximately 50 – 60 minutes. Senior level students who have completed field study hours but are continuing to complete hours toward senior projects will be required to attend group supervision. Students participating in IE3 international field study must also participate in supervision; however, this supervision will be completed remotely using email, course management systems, and/or web-conferencing, and may be structured differently than supervision groups meeting locally.

University supervisor transfer request

Students who wish to change university supervisors will need to submit a written request to the program director stating a reason for the transfer. FHS faculty reserves the right to approve or deny the request.
Limits on Independent Work with Clients

As professionals in training, FHS students must receive adequate supervision when working with clients. Therefore, FHS interns 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 field studies) and the site supervisor.

Driving at the field site

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 in the course of advanced (senior) field study only. Students in their beginning (junior) year are not 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 written pre-approval 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 NO circumstances are students (beginning or advanced) permitted to transport clients in personal (non-agency) vehicles.

Site Selection and Confirmation

Students may only complete field study at FHS-approved sites. Students are responsible for verifying that the sites they are interested in working at are FHS-approved. Students are also responsible for conducting research (i.e., looking at agency websites; talking with peers who have been an intern at a given site they are interested in); and contacting sites directly to determine if the site’s features support the students’ career goals, completion of competency portfolio and schedule. Students should generally plan to make contact with their top three preferred sites to secure a placement for a given term. Interview and background check requirements vary across sites, and students should inquire directly with each site they are
interested in to determine what is needed in order to be considered for a placement at that site. Students will need to meet with the site contact person to complete the Field Placement Confirmation Form (see below). The program director reserves the right to make the final determination of sites to ensure students’ success and progress within the program.

Students must submit their completed **Field Study Site Confirmation form** to the **Student Services Coordinator** by no later than the deadlines stated below (corresponding to the end of **Week 7** of the term) to confirm their site for the term indicated.

- **Fall, 2017** site confirmation due: **5/19/2017**
- **Winter, 2018** site confirmation due: **11/10/2017**
- **Spring, 2018** site confirmation due: **2/23/2018**
- *Summer, 2018* site confirmation due: **5/4/2018**
- **Fall, 2018** site confirmation due: **5/18/2018**

*Fully admitted students may only participate in summer field study if they:
  - Are registered for field study (FHS 406/OINT 488) credits commensurate with their planned hours (1 credit = 30 hours).
  - Register for and participate in group supervision (FHS 407/OINT 488) with an assigned university supervisor.
  - Abide by stated FHS field study hour/credit maximums.

Students will receive credit for only those weeks in which they are registered for FHS 406 and are actively meeting with their university supervisor. Hours must be completed during the period of active instruction (i.e., **not** during finals week or academic breaks) in order to count toward field study.

**Multiple sites**

Students may work in **only one site per term** for FHS field study credit unless otherwise approved by the program director. Any additional hours may be volunteer hours, or students may petition for additional credit.

**Changing sites**

Students have the option of changing sites up to the second week of classes. The work plan will continue to be due by the end of the second week.

**New field study site (including sites outside of Lane County)**

In some cases, students may wish to work at a site that is not currently approved by the FHS program. Students who wish to pursue those sites must petition for approval of that site by providing the following information:

- Name of Agency
- Function of Agency
- Contact Person
• Contact Person’s phone number, email, mailing address
• Reason for adding site to FHS site list
• Description of intern’s role

The process of reviewing a site for approval takes 4-6 weeks, so students should submit petitions at least one full term prior the term in which they hope to intern at that site. The FHS faculty reserves the right to determine if the site is a good match for the program.

Hours

Each credit of FHS 406 equates to 30 hours of field study. Students must enroll in a minimum of 2 credits (60 hours) of FHS 406 field study per term (and 1 credit of FHS 407 supervision per term) for each term that they engage in field study. 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 406 (60 hours), it 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.

In addition to hours worked in the field study 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
• Research/tasks assigned by site supervisor to be performed offsite

FHS Preservice Training may NOT be included toward field study hours.

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, snow closures, etc.

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.

**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 406 for that term. Only under unique and exceptional circumstances, and only with the advance written permission of their university supervisor, may students complete field study hours during finals week. Students who do not receive advance written permission will not be allowed to count any hours completed during finals week toward their FHS 406 hour requirements.

**Weekly field study hour maximums**

To support interns in their role as learners at field sites, students are not allowed to consistently schedule hours in excess of 15 per week. Students may not enroll in more than 3 credits (90 hours) of FHS 406 per term during the fall, winter, or spring terms. Students may not enroll in more than 5 credits (150 hours) of FHS 406 locally or via a study abroad experience during the summer term. Any exceptions to this policy must be approved by the program director. Students may be required to submit a written petition to support their request for an exception to this policy.

**Additional FHS field study credits**

Students wishing to enroll in field study credits beyond the minimum required by the major may submit a petition. Students are required to submit a formal written petition if they would like to enroll in additional field study credits in order to meet the *FHS Professional Depth Requirement*, but they must meet with an academic advisor prior to
enrolling in additional field study credits to receive authorization.

Paid work at a field site

Due to labor laws and liability, FHS students in field study may NOT be paid for field study activities and hours. If students are employed by the site in which they are performing field study, the students must document that the field study activities and hours are different from their paid activities and hours. Students may be asked to provide a copy of their paid job description at the time of the Work Plan meeting. Someone other than the staff person who supervises the student as a paid employee must supervise students.

Term of Graduation

The FHS major is a professional training program. In order for students to access all academic requirements and to demonstrate competency, students admitted to the FHS program are required to attend courses in the program through at least winter term of their second year. Program standards now state that in order for a student to graduate before the completion of winter term, they need to engage in the "accelerated graduation" petition process.

The FHS program faculty and staff recognize that unavoidable circumstances may arise which make it necessary for a student to complete their academic program at an accelerated pace. Should a student need to complete their degree before the end of winter term, they can petition the program faculty and staff for approval to do so. Approval of such petitions will be rare, and each petition will be reviewed on a case by case basis.

Petition process:
1. The student must have consulted with their academic advisor initially and then at least one program faculty member for support if required in the petition process. This step will ensure that the exception, if granted, can account for credit load, coursework sequencing, and any other FHS program specific or UO general education requirements.
2. Once it is determined that an exception is a possibility, a petition will be given to the student and the petition procedure can be followed.
3. The student will file the petition along with any additional documents required by the advisor or faculty member.
4. The petition will be reviewed at an upcoming faculty/staff meeting and voted on.
5. The results will be communicated in an email to the student within two weeks of the petition filing.

Circumstances warranting petition might include:
- Medical needs of the student or family member
- Unforeseen relocation
- Military deployment
- Depletion of financial aid
- Supporting timely graduation
Circumstances that do not warrant petition include:
- Wishing to complete the year early due to fifth year status
- Early employment/ employment related conflicts
- Desire to limit total cost of tuition
College of Education
FAMILY AND HUMAN SERVICES
PROGRAM

FHS Competencies &
Field Study Information
**Student Competencies**

A competency refers to the fundamental knowledge and skills necessary for professionals to work with children, youth and families. Student competencies within FHS are organized into five main skill areas, and achievement of a given competency is expected within a specific time frame. *Please refer to course syllabi to determine what courses meet which competencies.*

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>Competencies</th>
<th>Time Frame for Accomplishment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(1) Core Skills</strong></td>
<td>1.1 Interpersonal Skills</td>
<td>End of Junior Year</td>
</tr>
<tr>
<td></td>
<td>1.2 Verbal/Written Communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.3 Personal Safety</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.4 Personal Boundaries</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.5 Self-Care/Self-Help</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.6 Time Management/Organization</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.7 Professionalism/Work Ethic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.8 Ethics and Social Responsibility</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.9 Diversity/Cultural Awareness</td>
<td></td>
</tr>
<tr>
<td><strong>(2) Core Knowledge</strong></td>
<td>2.1 Child/Family Wellness</td>
<td>End of Junior Year</td>
</tr>
<tr>
<td></td>
<td>2.2 History of Human Services</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.3 Life Span Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.4 Ecological Model</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.5 Career Development</td>
<td></td>
</tr>
<tr>
<td><strong>(3) Professional Skills</strong></td>
<td>3.1 Technology</td>
<td>End of Junior Year</td>
</tr>
<tr>
<td></td>
<td>3.2 Assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.3 Life Long Learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.4 Interviewing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.5 Observation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.6 Problem Solving in Supervision and Professional Relationships</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.7 Conflict Resolution</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.8 Group Dynamics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.9 Research Methods</td>
<td></td>
</tr>
<tr>
<td><strong>(4) Administrative and Management Skills</strong></td>
<td>4.1 Case Management</td>
<td>End of Senior Year</td>
</tr>
<tr>
<td></td>
<td>4.2 Agency Collaboration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.3 Public Policy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.4 Community Outreach and Relations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.5 Agency Management/Administration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.6 Event Planning/Organization</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.7 Leadership</td>
<td></td>
</tr>
<tr>
<td><strong>(5) Professional Products</strong></td>
<td>5.1 Intervention Design and Implementation</td>
<td>End of Senior Year</td>
</tr>
<tr>
<td></td>
<td>5.2 Program Evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.3 Grant Writing/Fund Raising</td>
<td></td>
</tr>
</tbody>
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1. Core Skills

Core skills refers to fundamental skills for human services professionals, including the relationships carried on between individuals; attitudes and values that reflect deeply held beliefs and thoughts; and actions individuals utilize to pursue goals and maintain a safe and healthy life.

1.1 Interpersonal Skills—refers to direct relations carried out between persons. At the basic level interpersonal skills reflect effective personal relationships between people. Students with strong interpersonal skills are often easy to talk to, seem to care about others, and seem to create positive relationships with others. Characteristics such as warmth, empathy and genuineness are often associated with people with strong interpersonal skills.

1.2 Verbal/Written Communication—refers to the back and forth expression of language between two or more people. Verbal communication refers to the words utilized to speak clearly and concisely to others. In addition, verbal communication includes such subtle messages as tone of voice, facial expression, physical gestures and body movements, touch, and speed of speaking. Students with strong verbal communication skills are able to develop and maintain communication with peers, clients, supervisors, faculty, and significant others in the community. They are able to express themselves in a way that maximizes the understanding and meaning of the spoken word. In addition, persons with strong verbal communication skills are good listeners and are receptive to the expressions of others. The culminating experience of all FHS students is the formal, verbal communication of the senior project in a public forum.

Written Communication refers to the preparation of written documents for communication of ideas through words. Written communication in the FHS program includes the production of essay exams, term papers, journals, case examples, and case notes and other field based documents. Students with strong written communication skills are able to communicate both complex and simple thoughts and ideas in a clear and effective manner. Elements of clear and effective written communication include: correct grammar, punctuation and spelling, correct use of references in the American Psychological Association (APA) format, use of case study approaches to communicate information for client reports and correspondence, and production of proposals and written products for the senior project.

1.3 Personal Safety—refers to conscious actions taken to protect oneself from emotional, physical, or social harm or injury. Students accepted into the FHS program are exposed to situations where the potential for the harm is a real possibility. This harm could include being injured while transporting a client, to contracting head lice during interactions with a child, to experiencing the pain and suffering of a critically ill child or an adult who has experienced violence. Inadequate attention to personal safety in the professional context can result in “burnout” or work related exhaustion. Common symptoms of “burnout” are depression, irritability, and negatives attitudes toward clients.

1.4 Personal Boundaries—refers to the ability to develop and maintain positive relationships with clients within the context of a professional role. Personal boundaries are established between the "professional in training" and clients to facilitate the development of a professional versus personal relationship. The development of "boundaries" implies that the sole purpose of the relationship is to facilitate the growth, development and needs of the client, not to fulfill the social or personal needs of the student or human services worker. Students with appropriate
personal boundaries are able to develop and maintain relationships within the context of the agency's policies and professional ethical responsibilities without establishing inappropriate relationships with clients.

1.5 **Self-care/Self-help**-refers to the ability to take care of your own needs in the context of school, work and field study. The work in the FHS program is very intense, especially during the junior year. This situation requires that the student develop strategies to stay physically and psychologically healthy. Inadequate attention to self-care/self-help in the professional context often can result in common symptoms of "burnout" or work-related exhaustion, which often lead to depression, irritability, and negative attitudes toward clients. Specific strategies related to self-care/self-help include regular exercise, social activities and recreation, and maintaining a regular and adequate sleep schedule.

1.6 **Time Management/Organization**-refers to the ability to manage multiple deadlines in both the classroom and your field site through the use of effective organizational tools. This skill is demonstrated by attending all class, supervision and field study commitments consistently and on time. Organization is demonstrated by managing multiple tasks and deadlines in class and field study simultaneously.

1.7 **Professionalism/Work Ethic**- refers to two closely connected concepts. Professionalism is both an individual characteristic and an ideological position. The primary definition is that of individual professionalism: the idea that membership of a profession carries with it a set of internalized values that will be reflected in the way in which work is carried out and the ethical standards that are adhered to. Work ethic is your personal commitment to showing up and working to the best of your ability in a conscientious manner. This is demonstrated through consistent and engaged participation in a professional setting and attainment of professional goals.

1.8 **Ethics and Social Responsibility**-refers to the attitudes and conduct that exemplify the best in professional, ethical and moral behavior. These ethical behaviors include both professional standards as defined by the National Organization for Human Services, the standards and practices of the FHS major, and the conduct code of the University of Oregon. The FHS program emphasizes the dynamic interplay between legal and ethical issues that affect professional activities in the human service area. Of special concern is the responsibility for each student to behave in an ethical manner in all interactions with fellow students, faculty and staff, field study clients, agency personnel, and other professionals.

1.9 **Diversity/Cultural Awareness**-refers to the variety of cultural and ethnic views that are expressed and considered in human service activities. This includes sensitivity to cultural, personal, and lifestyle differences. Awareness of ethnic diversity issues is important. Furthermore, students are exposed to issues and strategies to pursue higher levels of understanding and sensitivity to diverse members of the FHS cohort, the faculty and staff, and professionals within the human service system.
2. Core Knowledge

The core knowledge of the FHS curriculum comes from a variety of sources. First, the FHS premajor core courses provide basic information on a range of issues relevant to educators and human service professionals. Once students are accepted into the FHS major, FHS professional studies courses and required trainings provide the remainder of the core knowledge. The focused, intensive preservice training experience in the fall provides incoming students with information and experience in personal skills competencies and introductory information pertaining to areas of core knowledge. Specifically, the core knowledge information is designed to increase the probability that students will be effective in field study.

2.1 Child/Family Wellness—refers to the role of the family in the developmental process of the child. Child wellness is presented in the context of healthy family relationships, which include aspects of attachment to adults, positive nurturing and discipline procedures and quality communication between adults and children in the family. In addition, family wellness includes information on features associated with health and wellness, such as commitment to the family, problem solving techniques, spending time together as a family, etc. The changing nature of families, the varying roles of parents, the extended family and the community are also emphasized.

2.2 History of Human Services—refers to the roles played by the family, religious and charitable organizations, and the government over the past 150 years in the United States. Specific information on the shifting role of government and private organizations is emphasized. In addition, the governmental laws and statutes related to child welfare, dependent children, persons with disabilities and children and families "at-risk" for negative outcomes are included. Furthermore, specific information on the development of the modern human service system is discussed in the context of the evolution of a range of state and local governmental and private, non-profit corporations.

2.3 Life Span Development—refers to the knowledge base in the fields of child, youth and adult development across the lifespan. This knowledge base includes information on physical, cognitive, social and emotional development for children, youth and adults. The time span includes information on development from the prenatal period through the transition to adulthood and ultimately late adulthood.

2.4 Ecological Model—refers to a conceptual model that asserts the belief that children, youth and families are impacted by a variety of factors in their lives, including family, school, community and peers. The Ecological Model is infused into all aspects of FHS coursework and field study.

2.5 Career Development—refers to the process of developing, refining and achieving career goals. Students in the FHS program receive support to identify meaningful career goals related to human services. Students also complete specific career development activities in the senior year including: developing professional goal statements, creating resumes, practicing job interview skills, completing job shadows or informational interviews with community professionals, and when appropriate, applying for graduate school programs.
3. Professional Skills

Students become "professionals in training" once they are admitted to the FHS program. This concept of "professional in training" is important, because it means that they are now entering the initial phase of their development as human services professionals. During the early stages of the process of advancing to become a professional, a series of professional skills need to be acquired to be able to advance their careers.

Professional skills are the minimum competencies needed to effectively work with clients and participate in human service agencies. These competencies were created based on input and consultation from FHS stakeholders and the criteria established by the Council for Standards in Human Service Education (CSHSE).

3.1 Technology—refers to the practice of using computers and other information systems to perform the everyday tasks of academic and field study work. In its simplest form it includes the use of computers for the preparation of course assignment and exams in FHS courses. At the more advanced levels, it includes the use of computers for the management of information for agencies in a variety of contexts. In the FHS program, technology is a tool to effectively communicate both academic and work in a professional manner.

3.2 Assessment—refers to the process of collecting information for a variety of client related issues. Assessments may be conducted at an individual or group level. One purpose may be to determine whether a person is eligible for a particular service based on specific governmental or agency criteria. Other purposes may be to conduct assessments to sort out the nature of a particular person's challenges or obstacles to fulfilling their potential. FHS adheres to a strengths-based philosophy of assessment, meaning that the focus of assessment is to identify strengths and resources to empower the person to access resources. This approach also recognizes that the dominant mode of assessment in private and public agencies is deficit-based. Therefore, students in the FHS program are exposed to both methods and procedures of assessment.

3.3 Life Long Learning—refers to all learning activity undertaken throughout life, whether formal or informal with the aim of improving knowledge, skills, and competence, within a personal, civic, social and/or employment related perspective. This is demonstrated through membership in professional organizations, participation in professional conferences and participation in coursework outside of the FHS program. Students should be able to set learning goals beyond their time in the FHS program and begin working toward them using resources and supports within the campus and larger community.

3.4 Interviewing—refers to the face-to-face interactions between two or more persons for the purpose of providing or receiving information, to evaluate qualifications, or consider resolution of a problem. The role of the "professional in training" is to establish positive communication with the client, to actively listen to information in an unbiased and objective manner, and to be sensitive to the client's needs, values and fears, to summarize the information collected, and to work with the client and agency to determine next steps and activities.
3.5 Observation-refers to the act of recognizing or noting behaviors, facts or occurrences in a professional context. In the human services, observations of individuals or groups of clients often occur in the context of structured activities or situations. In many cases observations will occur with the aid of an instrument or measurement device. The use of such instruments or devices increases the chances that the observation will result in an objective appraisal or measurement or the behaviors actions observed.

3.6 Problem solving in supervision and professional relationships-refers to the practice of identifying problems and strengths experienced by an individual, group, or organization and communicating strategies, options or opportunities for change. A problem-solving approach works in concert with the strengths-based philosophy described above. For example, the trainee focuses attention on the strategies and opportunities for the client versus the detailed, technical aspects of the problems or formal diagnosis. Included in the problem-solving orientation is a primary focus on identifying resources available to the client to help solve their own problems. Further demonstration of this competency can be seen through effective communication, identification, and resolution of conflict in field study and supervision group.

3.7 Conflict resolution-refers to the practice of identifying and managing tensions and disagreements between persons to promote a positive resolution for all concerned.

3.8 Group dynamics-refers to a student’s ability to attend to group process, norms, communication and roles. This is demonstrated when students are able to lead, participate, support and challenge their fellow group members. Students should be able to read non-verbal cues of group leaders and members alike and moderate participation based upon those cues.

3.9 Research methods-refers to the basic knowledge of social research methods required to determine the strength of the evidence base for the effectiveness of interventions, programs and policies. As a professional in human services, you must be an informed consumer of science, so that you can use research evidence to guide your practice, and you must be prepared to engage in evaluation activities that demonstrate if a given intervention, program, or policy implemented or adopted by your agency is effective (i.e., influences the outcomes it was designed to influence, such as reducing substance use or increasing client engagement).
4. Administrative and Management Skills

The goal of FHS is to prepare entry level professionals for the field, which requires knowledge of basic administrative and management skills, including coordinating, conducting or supervising clients or staff in an agency or human services system. The information and skills needed to be an effective manager or administrator are detailed in the competencies outlined below.

4.1 Case management-refers to the process of developing an individualized plan based on a needs assessment and coordinating the delivery of educational, medical, counseling, and community resources to achieve the client’s or family’s goals. Once services are initiated, the case manager monitors the process to assure that the resources or services identified in the plan are being delivered in an effective and efficient manner.

4.2 Agency collaboration-refers to the commitment and practice of building an environment that supports the common goals or purposes of service delivery in human services. A collaborative or team approach to service delivery or systems design requires a conscious effort to clarify and define the common purpose between agencies and to act to develop and preserve this common goal. Examples of agency collaboration include development of joint assessment processes, coordination of intervention and evaluation activities, joint development of services, coordinated training and support activities, and joint application for grants and other funding possibilities.

4.3 Public policy- refers to understanding the historical shifts in the way that human service policies have been developed, implemented, and evaluated in the United States, and the implications of these shifts for clients and social systems.

4.4 Community outreach and relations-refers to actions and activities that foster constructive change and development of children, youth and families in communities. Community development includes active participation in political activities such as promotion of ballot measures, and funding opportunities.

4.5 Agency management and administration-refers to advanced levels of leadership within an agency.

4.6 Event planning and organization- refers to planning and organization of events in order to generate funding, participate in professional development, and create community programming. Programs such as fundraisers, campaign participation, conference planning and community based events are examples of venues in which to practice this skill.

4.7 Leadership- refers to affecting positive change for the betterment of others, the community, and society. All people, in other words, are potential leaders. Moreover, the process of leadership cannot be described simply in terms of behavior of an individual; rather leadership involves collaborative relationships that lead to collective action grounded in the shared values of people who work together to affect positive change. This skill is demonstrated through active participation in agency, campus, community or international activities and events.
5. Professional Product Development

Students have many opportunities to engage in advanced work in the areas of client service and agency improvement and development. In many cases, students negotiate sophisticated professional products as a part of field study and/or senior project activities. These include the development and implementation of client interventions, and the preparation and submission of grant writing projects, or funding activities.

5.1 Design and implementation of client interventions—refers to the design and execution of a client intervention strategy under the guidance and supervision of agency personnel. Typically these interventions include the process of assessment of clients’ strengths and issues, the formal development and design of an intervention strategy to address the issues, the actual implementation of the plan with the specific client(s), and a formal evaluation of the effectiveness of the intervention.

5.2 Program evaluation—refers to the process of utilizing multiple evaluation sources to determine the outcomes of human service agency efforts and to guide the ongoing improvement of agency processes and procedures. Issues such as establishing the mission, goals, and objectives of an agency in an operational manner are emphasized. In addition, multiple sources of evidence from various constituents associated with the agency are considered. These constituents typically include the consumers of services, the staff providing services, and the agencies and government sources of funding.

5.3 Grant-writing and fundraising—refers to specific products that are developed to secure government, foundation, or private funds to support an agency or community. Examples of fundraising include developing proposals to fund a range of promotional, educational or public relations products of interest to the agency. Other examples include playing a leadership role in promoting private fundraising activities for agencies.
Field Study Information

Overview

FHS field study experiences involve students in supervised and planned site placements in the community. These placements are meant to provide real-world professional exposure and experience for students seeking careers in the human services. Field study will provide students with opportunities to apply the foundational knowledge and skills gained in FHS courses to the activities engaged in by local sites. Students will meet competencies derived from this body of foundational knowledge and skills identified as important for a student emphasizing human services (see the Competencies above). University faculty, site personnel, and the student will develop an individualized work plan for each placement each term. In addition, university and site personnel will provide site supervision, evaluation and support.

Sites approved by the FHS program for field study placements 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 is:

- Function of site (i.e., education, counseling);
- Approaches in the field (i.e., family preservation/child advocacy);
- Demographic context (i.e., birth to 5 years, 6-13 years, 14+ years);
- Site settings (i.e., home-based or center-based services); and
- Cultural diversity (i.e., racial/ethnic characteristics, individuals with disabilities).

Sites that collaborate in field study experiences 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.

Sampling of Features

Students are encouraged to select placements that effectively "sample" a matrix of service delivery programs similar to what they will encounter in their professional careers. In field study, students should gain experience across the range of features and age of clients described above.

Junior Year

FHS juniors will work in community sites for a minimum of 60 hours per term during the weeks that university classes are in session, excluding finals week. The minimum number of field study hours completed in the junior year is 180 hours. The actual work performed will vary depending on the specific site placement, but might include tasks such as:

- Providing one-on-one tutoring or instruction to children/youth/adults
- Participating with group discussion sessions
- Participating in planning meetings with youth and families
- Attending staff meetings or training sessions for staff and clients
- Observing children or youth and completing assessment forms
- Developing written materials for the site
Most juniors will choose three different sites over the three terms to give them a full range of experiences. However, some sites require a two-term commitment. Students who choose those sites will have only two experiences junior year as well as limit their selection for their senior year placement. An additional term of field study may be taken in this case. Field Study is a P/NP course. Requirements are outlined in the Junior Field Study syllabus (FHS 406 – Beginning).

**Senior Year**

Seniors in FHS choose one of the sites they worked in as a junior for an in-depth supervised field experience. The minimum number of field study hours completed in the senior year is 180 hours, not including the senior project (see below). This experience is designed to give seniors an opportunity to (1) practice and refine the skills they have developed during the junior field experience and (2) gradually assume more of a leadership role within a local community agency. Where the junior field study was largely exploratory, the senior field study is focused on skill building. A key component of the senior field study will be the completion of a senior project designed in conjunction with both agency and University personnel. Field Study is a P/NP course. Requirements are outlined in the Senior Field Study syllabus (FHS 406 – Advanced).

**Senior Project**

The senior project is the capstone experience for students in the FHS undergraduate major. These projects serve as the final "product" students develop as they move beyond academic preparation and support into their professional careers. With careful planning and advising, students devise senior projects that connect their educational experiences and goals to concrete career opportunities. The senior project requires students to take aim at a professionally-relevant issue and develop a body of work that addresses specific agency needs in the community. Examples of senior projects include, but are not limited to:

- Program evaluation
- Program/curriculum development
- Manual/handbook
- Grant writing/fundraising
- Web page design/media development

Topics for senior projects must be negotiated and approved by both University faculty and agency personnel during their enrollment in the Senior Project Proposal seminar (FHS 496). Students register for the Senior Project Proposal seminar during their first term of senior field study. The purpose of the Senior Project Proposal seminar is to design and write a comprehensive senior project proposal. Projects must result in a written product that can be used within the sponsoring agency. Examples of completed senior projects will be made available to students through participation in FHS 496.

Once the proposal has been approved, each student must complete a total of 60 hours for the senior project in conjunction with enrollment in FHS 497. Students may begin tracking these hours during the second term of senior field study. These project hours are in addition to the 180 required hours for field study. Students will track their hours using the
Senior Project Time Sheet. Completed time sheets will be turned in along with the final project. Once projects are completed, students will present their project in a formal presentation to University faculty, agency personnel and their classmates at the end of the term. Students' projects and presentations are graded.

Supervision

A vital piece of the FHS program is supervision. The FHS program supports multiple levels of supervision to promote the educational growth of our students. All students are required to register for FHS 407, arrive on time, and participate in weekly supervision groups with a university supervisor each term in the program. Students are also assigned to a supervisor at the site in which they are completing their field study hours.

Work Plan

Once the field study sites are established, students will schedule a meeting with their university supervisor and site supervisor to develop the work plan. This initial meeting is the opportunity to lay the groundwork for the entire field study experience. It is due by the end of the second week of classes for juniors and the end of the third week of classes for seniors. A copy of the final document should be given to both the site supervisor and the university supervisor.

Field study hours performed beyond the third week of the term without a work plan on file will not count toward the needed total for the term. Students will turn in the original form to their university supervisor who will file the form with the FHS Student Services Coordinator. Students are encouraged to keep a copy of the work plan for their portfolio as well as for a guide to ensure they are meeting the required competencies and responsibilities laid out in the agreement.

At the meeting, the participants will write up a work plan that defines the roles the student will play within the site, and clarify the specific expectations of both the university supervisor and 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 placement name
- Dates/times that field study student will be on site during the term
- Dates/times that field study student will be on site during finals week
- List of field activities (tasks to be performed by student)
- List of competencies to be met during field study and criteria for how meeting these competencies will be measured.

Student Competencies developed in Field Study:

Juniors and Seniors:
3.2 Assessment (refers to formal assessments)
3.4 Interviewing (refers to formal interviews)
3.5 Clinical Observation (in a professional context)

Seniors ONLY:
4.1 Case Management
4.2 Agency Collaboration
4.4 Community Development
4.5 Agency Management and Administration
5.1 Intervention Design and Implementation
5.2 Program Evaluation
5.3 Grant Writing/Fund Raising

Please note: Most agencies will be able to meet a limited amount of competencies required of the program. Students are responsible for working with their university supervisor to ensure all competencies are met during their 2-year program by working with a range of sites throughout their field study experiences. Students will need to take an active role in ensuring they meet the program and field study competencies.

Evaluation

Evaluating the effectiveness of the field study placement will be dependent on clear and consistent methods of communication among site supervisors, university supervisors, and the students engaged in the field study experiences. 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 placements 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 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' junior year and senior year. The role of each of these supervisors is to provide support, guidance, and educational training to undergraduate students.

In addition to onsite supervision and communication with the student, at least two times per term as a junior and at the end of each term as a senior, a meeting will be scheduled between the student, university supervisor and site supervisor. The **midterm evaluation** is due by the end of the **sixth week of classes for juniors** and at approximately **90 hours for seniors**. The **final evaluation** is due by the **end of the 10th week of classes for juniors** and at approximately **180 hours for seniors**. Prior to the final meetings, the university supervisor and site supervisor will complete a written evaluation of the field study experience on the Final Evaluation form. The student will complete a Final Self Evaluation form. The purpose of the midterm and final evaluations is three-fold:

1. To assess how the field study experience is matching the original work plan,
2. To assess the student's performance that includes information on the 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.

This written information will be shared in conference settings and summarized by the student as part of their portfolio of written field study records. The portfolio is created during the
senior year and is meant to provide students a process and product for reflecting upon and assessing their own professional development, career goals, emerging competencies, and human service experiences relative to future employment. Students are encouraged to gather information from their sites as well as their work plans and evaluations throughout their field study experiences.

Roles and Responsibilities

This section describes the roles and responsibilities of each of the key players in the field study experience, 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 field site placement. Students must meet all requirements related to field study specified in this handbook (i.e., number of sites, number of hours, achieve all competencies linked to field study).

Student Responsibilities

1. Read the FHS student handbook for your cohort.

2. Attend an initial meeting with the site placement coordinator to determine appropriate match and to complete the Field Study Confirmation form.

3. Gather paperwork and forms necessary to complete the work plan, midterm evaluation, final evaluation, and time sheets.

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 time sheet log with site supervisor initials and turn in to university supervisor when requested.

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

9. Maintain portfolio of written field study records, such as a site supervisor initialed log of hours completed, the work plan form, and midterm and final evaluations. More information on the portfolio will be provided in the senior year. Students are responsible for making copies of evaluations and work plans.
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 with the midterm evaluation and final evaluation meetings with site supervisor and university field supervisor.

14. Complete the Student Midterm and Final Self Evaluation form prior to the midterm and final meetings.

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 university supervisor for support if any problems arise at field site.

18. Attend POA meetings as requested.

Site Supervisor

Site supervisors are experienced community site personnel who supervise FHS 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 FHS 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" if needed.

Site Supervisor Responsibilities

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 requirement.

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 midterm and final written evaluations of student performance prior to meeting.

6. Actively participate in work plan, midterm evaluation and final evaluation meetings with university supervisor and student.

7. Verify student's time sheet with a signature.

8. Attend and participate in the site supervisor training and agency fair when scheduled.

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

5. 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 students to determine appropriate field study placements and providing onsite support and training throughout the students’ field study experience.
University Supervisor Responsibilities

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

2. Supervise, evaluate and support junior and senior undergraduate students in field 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. Develop the work plan with site supervisor and student.

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

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

6. Attend and conduct meetings (work plan, midterm evaluation, and final evaluation) with the student and site supervisor as appropriate to the student’s year and status in the program.


8. Act as mentor and advisor to student.

9. Be available to site staff to assist in resolving any concerns with field study placement or student’s lack of meeting competencies. Communicate concerns to the FHS faculty member providing supervision of FHS 406/407.

10. Facilitate weekly supervision groups for juniors and seniors, including site-related support, professional development, and didactic elements.

11. Participate in weekly supervision group for university supervisors led by a member of the FHS faculty.

12. Advise senior student with developing and presenting senior proposal and project.

13. Provide students with weekly office hours.

14. Determine whether students are meeting field study competencies.

15. At the end of the term, assign a grade of Pass or No Pass for FHS 407 and
recommend a grade (based on documentation collected from the student during supervision meetings) to the instructor of record for FHS 406, who will assign the grade for that course.

16. Evaluate effectiveness of site placements on a quarterly basis.

17. Initiate and participate in POA meetings as needed and/or requested.
College of Education
FAMILY AND HUMAN SERVICES PROGRAM

Resources
• Office of the Dean of Students: *Emergency Response Numbers* •
  https://dos.uoregon.edu/help

• Center for Multicultural Academic Excellence (CMAE): Suite 164 and 465, Oregon Hall •
  (541) 346-3479 • Email: cmae@uoregon.edu • http://inclusion.uoregon.edu/cmae • *Offers:* Academic engagement programs; Mentoring; Campus and community outreach opportunities; Peer education and leadership development; Resources and student groups through the Multicultural Center (MCC).

• Multicultural Center (MCC) Student Unions: For a full list of groups, meeting times and locations, and contact information see http://inclusion.uoregon.edu/content/mcc-student-unions
  • Additional information, including a full list of student organizations and student union websites can be found at: http://uoregon.orgsync.com/BrowseOrganizations

• Student Diversity Affairs Committee (SDAC): HEDCO 141 • (541) 346-1397 •
  sdac@uoregon.edu • https://education.uoregon.edu/student-academic-services/student-diversity-affairs-committee

• Mills International Center: EMU, Mezzanine 102 • (541) 346-0887 • mills@uoregon.edu •
  http://mills.uoregon.edu/ • *Offers:* Lounge space; Lending library; Social activities

• LGBTQIA+ • EMU, Room 022 • lgbtqa@uoregon.edu • http://dos.uoregon.edu/lgbt • *Offers:* Gender-inclusive housing; Bridges panel program; Queer Ally Coalition (QAC) program

• Student Veteran Center: EMU, Room 015 • (541) 346-3406 • uovetscenter@uoregon.edu •
  http://dos.uoregon.edu/veterans • *Offers:* Peer advisors; VA benefit, scholarship and financial aid assistance
  
  o See https://library.uoregon.edu/govdocs/vetresources.html for additional resources for Veterans, Active Military, Guard & Reserve, and their Families

• Nontraditional Student Union & Services: EMU, Room 212 • nsu@uoregon.edu •
  http://dos.uoregon.edu/nonrad • *Offers:* Scholarship, transfer and financial aid assistance; housing and child care resources

• Women’s Center: EMU, Room 012 • (541) 346-4095 • womenctr@uoregon.edu •
  http://dos.uoregon.edu/women • *Offers:* Work, lounge, and meeting spaces; Lactation room and toys for children; Lending library; Computer and printing capabilities

• Additional Diversity Resources for Students: http://admissions.uoregon.edu/open/resources
• **Duck Nest Wellness Center**: EMU, Room 041 • (541) 346-0570 • peerhealth@uoregon.edu • https://studentlife.uoregon.edu/ducknest • Offers: Programs for decreasing stress and improving nutrition, physical activity, and general wellness

• **Tutoring, Learning Guides, and Drop-In Advising:**
  - **CMAE Drop-In Advising**: Oregon Hall, Suite 164 • Tue 12:30-5:00pm, Thur 2:30-5:00pm
  - **PLUS Peer Advising**: http://inclusion.uoregon.edu/peeradvise
  - **PLUS Learning Guides (math and writing)** • See http://inclusion.uoregon.edu/plus-learning-guides for the current term’s schedule of locations and times.
  - **Native Study Hall & Drop-In Advising**: For information, contact Stephanie Tabibian, tabibian@uoregon.edu • Many Nations Longhouse, Thur 3:00-5:00pm
  - **Tarea Time**: For information, contact Karla Perez-Young, kpererezy2@uoregon.edu • EMU Umpqua Room, Wed 3:00-5:00pm

• **Office of the Dean of Students Drop-In Support**: Oregon Hall, Suite 164 • Mon-Fri 1:00-5:00pm

• **Student Support Services (TRiO)**: PLC 68 • (541) 346-3226 • triosss@uoregon.edu • http://triosss.uoregon.edu/ • Offers: Advising and academic support; Financial Assistance; Study area with computer and printer

• **Accessible Education Center (AEC)**: Oregon Hall, Suite 164 • (541) 346-1155 • uoaec@uoregon.edu • https://aec.uoregon.edu/ • Offers: Testing and other academic accommodations; Notetaking and transcription; sign language interpretation and captioning

**INTERNATIONAL STUDENTS**

• **Dennis Galvan** - Vice Provost in the Office of International Affairs • Main Office: +1-541-346-5851 • Email: dgalvan@uoregon.edu • General questions about international policies and programs at the UO can be directed here

• **International Student and Scholar Services** • Main Office: (541) 346-3206 • Director Abe Schafermeyer • Direct Line: +1-541-346-1215 • Email: abe@uoregon.edu • https://isss.uoregon.edu/ • Offers: Academic support; Leadership and mentoring opportunities; Social activities

• **American English Institute**: 1787 Agate St, Eugene • +1-541-346-3945 • aei@uoregon.edu • https://aei.uoregon.edu/ • Offers: Intensive and online English language learning programs

• See additional supports in **STUDENT LIFE section** above
• **UO DREAMers:** [https://blogs.uoregon.edu/dreamers/](https://blogs.uoregon.edu/dreamers/)

• **Jane Irungu** - Assistant Vice President of Student Engagement, Point of Contact and Resource for international students and students covered under the Deferred Action for Childhood Arrivals (DACA) program • Main Office: 541-346-3479 • Direct: 541-346-4464 • To make an appointment, call 541-346-9379 or email Dr. Irungu’s assistant at mbroadbent@uoregon.edu

• **Centro Latino Americano (El Centro):** (541) 687-2667 • 944 W 5th Ave, Eugene • [http://centrolatinoamericano.org/](http://centrolatinoamericano.org/) • **Services:** Translation and interpretation, social services, alcohol & addictions, community mental health, C.A.R.E. youth and family services, youth mentoring, DACA/DAPA

• **Educators for Fair Consideration:** [www.E4FC.org](http://www.E4FC.org) • **Services:** Lists scholarships available to undocumented students

• **American Immigration Lawyers Association’s (AILA) Immigration Lawyer Search:** [http://www.ailalawyer.com/](http://www.ailalawyer.com/)

• See additional supports in **STUDENT LIFE section** above

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**BILINGUAL RESOURCES (ENGLISH & SPANISH)**

• **Centro Latino Americano (El Centro):** (541) 687-2667 • 944 W 5th Ave, Eugene • [http://centrolatinoamericano.org/](http://centrolatinoamericano.org/) • **Services:** Translation and Interpretation, Social Services, Alcohol & Addictions, Community Mental Health, C.A.R.E. Youth and Family Services, Youth Mentoring, DACA/DAPA

• **Refugio para Mujeres (Womenspace):** 1-800-281-2800 • (541) 485-6513 • 1577 Pearl St, Eugene • [http://womenspaceinc.org/](http://womenspaceinc.org/)

• **Sexual Assault Support Services (SASS):** (541) 484-9791 • Crisis: (541) 343-7277 • 1-800-788-4727 • 591 W 19th Ave, Eugene • [http://sass-lane.org/](http://sass-lane.org/)

• **Centro de Crisis “Para Blanco” (White Bird):** (541) 342-8255 • 341 E. 12th Ave, Eugene • M-Su 8:00 am-10:00 pm • [http://whitebirdclinic.org/](http://whitebirdclinic.org/)

• **Centro Familiar “Primer Lugar” (First Place Family Center), St. Vincent de Paul Society Social Services:** Admin Office: (541) 687-5820 • 2890 Chad Dr., Eugene Social Service Office: (541) 689-6747 • 456 Hwy. 99N, Eugene • Eugene Service Station: (541) 461-8688 • 450 Hwy. 99N, Eugene First Place Family Center: (541) 342-7728 • 1995 Amazon Pkwy, Eugene • [http://www.svdp.us/get-help/](http://www.svdp.us/get-help/) • **Services:** Emergency rent help, free food boxes, clothing, furniture, appliances, household goods, loans of medical equipment, prescription medications, and transportation assistance.
• **Volunteers in Medicine Clinic:** (541) 685-1800 2260 • 2260 Marcola Rd, Springfield • 
  *Services:* Medical and Behavioral Health Counseling. Translators available.

• **University of Oregon HEDCO Clinic, Center for Healthy Relationships:** (541) 346-0923 • 
  HEDCO Clinic, 1655 Alder St, Suite 170, Eugene • [https://education.uoregon.edu/hedco-clinic/center-healthy-relationships](https://education.uoregon.edu/hedco-clinic/center-healthy-relationships) • 
  *Services:* Couple, family, & individual therapy; sliding scale. *Sometimes, but not always, available in Spanish.*

• **University of Oregon Child and Family Center:** (541) 346-4645 • 1600 Millrace Dr., Suite 106 Eugene, OR 97403-1995 • [http://cfc.uoregon.edu/services01.htm](http://cfc.uoregon.edu/services01.htm) • 
  *Services:* Provide assessment and intervention for families. *Services are often, but not always, available in Spanish.*

• **Center for Community Counseling:** (541) 344-0620, Fax: (541) 345-1103 • 1465 Coburg Road Eugene, Oregon 97401 • Office Hours: Mon. - Thurs. 9-3pm • 
  *Services:* Counseling. *Services are sometimes, but not always, available in Spanish.*

• **Family Support and Connections (Catholic Community Services):** (541) 345-3628 • 1025 G St., Springfield • [http://www.cccslc.org/](http://www.cccslc.org/)

• **Family Resource Center River Road/El Camino del Rio Elementary School:** (541) 687-4276 • website: [http://www.preventionlane.org/lane-county-family-resource-centers](http://www.preventionlane.org/lane-county-family-resource-centers) • email: Alicia Longoria, longoria@4j.lane.edu

• **Lane Community College (information in Spanish):** Judith Ana Castro: (541) 463-3253 • 
  website: [http://www.lanecc.edu/espanol/](http://www.lanecc.edu/espanol/) • Women in Transition: [https://www.lanecc.edu/gec/women-transition](https://www.lanecc.edu/gec/women-transition)

• **Latino Network:** [http://www.latnet.org/community-resources](http://www.latnet.org/community-resources)

• **Immigrant Legal Resource Center (ILRC):** [https://www.ilrc.org/community-resources](https://www.ilrc.org/community-resources) • 

• **Additional Resources from the website of Amigos Multicultural Center:**


ACLU of Oregon Lane County Chapter: [https://www.aclu.org/other/lane-county-or](https://www.aclu.org/other/lane-county-or)

City of Eugene Equity and Human Rights Center: [http://www.eugene-or.gov/diversity](http://www.eugene-or.gov/diversity)

City of Eugene Human Rights Commission: [http://www.eugene-or.gov/hrc](http://www.eugene-or.gov/hrc)


Community Alliance of Lane County: [http://www.calclane.org/](http://www.calclane.org/)

Eugene Human Rights City Project: [http://www.humanrightsfcity.com](http://www.humanrightsfcity.com)


Lane County Legal Services Programs: [http://www.lclac.org/](http://www.lclac.org/)

MEChA at University of Oregon: [http://pages.uoregon.edu/mecha/](http://pages.uoregon.edu/mecha/)

Parents and Friends of Lesbians and Gays: [https://www.pflag.org/](https://www.pflag.org/)

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48
Trauma Healing Project: http://www.healingattention.org/
University of Oregon Center for Latino/a and Latin American Studies: http://cllas.uoregon.edu/

State of Oregon:
American Friends Service Committee Project Voice: http://afsc.org/program/portland-project-voice-immigrant-rights-program
Basic Rights Oregon: http://www.basicrights.org/
CAUSA-Oregon's Statewide Coalition for Immigrant Rights: http://www.causaoregon.org/
Fair Trade Campaign: http://www.citizenstrade.org/orftc.php
Interfaith Movement for Immigrant Justice: http://imirj.org/
Oregon Commission on Hispanic Affairs: http://www.oregon.gov/hispanic/Pages/index.aspx
Oregon PCUN-Oregon's Farm Workers Union: http://www.pcun.org/
Rural Organizing Project: http://www.rop.org/
Western States Center: http://www.westernstatescenter.org/

National:
National Council of La Raza: http://www.nclr.org/
National Immigration Law Center: http://www.nilc.org/
National Network for Immigrant and Refugee Rights: http://www.nnirr.org/
Reform Immigration for America: http://reformimmigrationforamerica.org/
United Farm Workers of America: http://www.ufw.org/

STUDENT SAFETY & WELL-BEING

- **Office of the Dean of Students: *Emergency Response Numbers* • https://dos.uoregon.edu/help

- **University of Oregon Safety:** http://admissions.uoregon.edu/studentlife/safety • Information about call boxes, lighting on campus, policing, safe ride shuttle, safety escorts, vehicle assistance

- **University of Oregon Police Department:** Emergency: 9-1-1 • Non-Emergency • 541-346-2919 • http://police.uoregon.edu/

- **SafeRide:** 541-346-7433 • http://pages.uoregon.edu/saferide/

- **University of Oregon Bias Reporting and Student Support Services:** Non-Emergency Discrimination or Bias Incident Report Line: 541-346-5555 • Report online: http://respect.uoregon.edu/ • http://dos.uoregon.edu/concern

- **Office of Affirmative Action & Equal Opportunity:** 677 E 12th Ave, Suite 452, Eugene • (541) 346-3123 • aaeoinfo@uoregon.edu • https://aaeo.uoregon.edu/
DOMESTIC VIOLENCE & SEXUAL ASSAULT

- **Campus Sexual Assault Support**: 24-hour hotline: 541-346-SAFE • [http://safe.uoregon.edu/](http://safe.uoregon.edu/)
  - Call to speak to a counselor who can connect you to confidential resources

- **Lane County Legal Aid & Advocacy Center**: (541) 485-1017 • 376 E 11th Ave, Eugene • [http://www.lclac.org/](http://www.lclac.org/)

- **Sexual Assault Support Services (SASS)**: (541) 484-9791, Crisis: (541) 343-7277, 1-800-788-4727 • 591 W 19th Ave, Eugene • [http://sass-lane.org/](http://sass-lane.org/)

- **Victim Services Program (Lane County)**: (541) 682-4523 • 125 E 8th Ave, Room 400, Eugene • [https://www.lanecounty.org/cms/One.aspx?portalId=3585881&pageId=4027769](https://www.lanecounty.org/cms/One.aspx?portalId=3585881&pageId=4027769)

- **Womenspace**: 1-800-281-2800, (541) 485-6513 • 1577 Pearl St, Eugene • [http://womenspaceinc.org/](http://womenspaceinc.org/)


- **Lane County Law and Advocacy Center (legal services for low income Lane County residents)**: (541) 485-1017 376 E 11th Ave, Eugene, OR 97401 • [http://lclac.org/](http://lclac.org/)

BASIC NEEDS (rent, utilities, food)

- **Catholic Community Services (CCS)**: (541) 345-3628 • Eugene: 1464 W 6th Ave • Springfield: 1025 G St. • Services: Food boxes, diapers, personal hygiene products, prescription assistance, utility assistance, rent assistance, bus tokens

- **Centro Latino Americano (El Centro)**: (541) 687-2667 • 944 W 5th Ave, Eugene • [http://centrolatinoamericano.org/](http://centrolatinoamericano.org/) • Services: Translation and Interpretation, Social Services, Alcohol & Addictions, Community Mental Health, C.A.R.E. Youth and Family Services, Youth Mentoring, DACA/DAPA

- **Eugene Mission**: (541) 344-3251 • 1542 W 1st Ave, Eugene • [http://eugenemission.org/](http://eugenemission.org/) • Services: housing, meals, case management, storage

- **EWEB Utility Assistance Programs**: (541) 685-7000 • Lane County HSC: (541) 682-3378 • [http://www.eweb.org/assistance](http://www.eweb.org/assistance) • Services: Financial aid to help low-income customers pay for utility bills • offers military and unemployment assistance

- **Food for Lane County (FFLC)**: Main Office: (541) 343-2822 • call for food box sites • The Dining Room (Hot meal site): 270 W 8th, Eugene • Services: emergency food boxes, no-cost meal site for people who are low income who are hungry or at risk of hunger, gardens, nutritional education programs, summer lunches for children • [https://foodforlanecounty.org/get-help/](https://foodforlanecounty.org/get-help/)
• University Health Center Student Food Pantry: Bring your UO ID! • 1329 E 19th Ave • http://www.uoecm.org/the-student-food-pantry.html • Thur 4:00-6:00pm

• Food not Bombs: (530) 521-4991 • https://www.facebook.com/foodnotbombseugene/ • Services: Free meals Kesey Square, Fri 3:00pm

• Hosea Youth Services (for those 22 and under): (541) 344-5583 • 834 Monroe, Eugene • http://www.hoseayout Youth.org/ • Services: Showers, laundry facilities, food, clothing

• Housing and Community Services Agency of Lane County (HACSA): Eugene (541) 682-3755 • 177 Day Island Rd • Springfield (541) 682-4090 • 300 W Fairview Dr • http://www.hacsa.org/ • Services: Safe, affordable housing for low-income families, seniors, and people with disabilities

• Looking Glass: New Roads Program (541) 686-4310, TDD: (541) 689-6944 • 941 W 7th Ave, Eugene • Crisis Line: (541) 689-3111 • Station 7: (541) 689-3111 • 2485 Roosevelt Blvd, Eugene • Rural Program (serving Cottage Grove): (541) 767-3823 • http://www.lookingglass.us/ • Services: Counseling, education & vocation, runaway & homeless services, residential services, outpatient adolescent recovery, alternative education programs, diversion program, pathway girls program, youth shelter

• Eugene Salvation Army Family Services: (541) 343-3328 • 640 W 7th Eugene • http://eugene.salvationarmy.org/ • Services: Food boxes, holiday meals, thrift stores, personal hygiene items, assistance applying for federal and state government help (WIC, food stamps, housing)

• Oregon Department of Human Service Online Application for Food Benefits: https://www.oregon.gov/DHS/ASSISTANCE/FOOD-BENEFITS/Pages/eligibility-apply.aspx (also explains student eligibility) • Services: Food benefits for eligible, low-income individuals & families

• St. Vincent de Paul Society Social Services: Admin Office: (541) 687-5820 • 2890 Chad Dr • Eugene Social Service Office: (541) 689-6747 • 456 Hwy 99N, Eugene • Eugene Service Station: (541) 461-8688 • 450 Hwy 99N, Eugene • First Place Family Center: (541) 342-7728 • 1995 Amazon Pkwy, Eugene • http://www.svdp.us/get-help/ • Services: Emergency rent help, free food boxes, clothing, furniture, appliances, household goods, loans of medical equipment, prescription medications, and transportation assistance.

• Shelter Care Housing, Health and Wellness program: All referrals go through the Coordinated Entry System (541) 342-7728 • Main office: (541) 686-8349 (November-April) • http://www.sheltercare.org/what-we-do/emergency-services/ • Services: Emergency shelter, support and advocacy for families with children who are homeless.
CLOTHING

- **Helping Hand Room**: (541) 344-1425 • 1st Christian Church, 1166 Oak St, Eugene • Tue & Thur 12:00-2:00pm • [http://heartofeugene.org/wordpress/services-we-offer/](http://heartofeugene.org/wordpress/services-we-offer/)

- **Eugene Mission**: (541) 344-3251 • 1542 W 1st Ave, Eugene • [http://eugenemission.org/](http://eugenemission.org/)

- **White Bird**: (541)342-8255 • 341 E 12th Ave, Eugene, Free Box • Mon-Sun 8:00am-10:00pm • [http://whitebirdclinic.org/](http://whitebirdclinic.org/)

- **Adventist Community Center**: (541) 746-7071 • 1546 N 12th Springfield • T 10:00-12:00

- **St. Vincent de Paul**: (541) 689-6747 • 456 Hwy 99N, Eugene • Mon, Tue, Thur, F 10:00am-12:30pm, 1:30-4:00pm • [http://www.svdp.us/get-help/](http://www.svdp.us/get-help/)

- **Eugene Salvation Army**: (541) 343-3328 • 640 W 7th Eugene • Mon-Thur 8:30am-12:00pm, 1-3:30, Fri 8:30am-12:30pm • [http://eugene.salvationarmy.org/](http://eugene.salvationarmy.org/)

- **Springfield Salvation Army**: (541) 747-6229 • 1275 Mill St, Springfield • M-F 9:00-12:00 • [http://springfieldor.salvationarmy.org/](http://springfieldor.salvationarmy.org/)

- **Eastside Clothes Closet**: Eastside Faith Center, 95 Centennial Loop, Eugene • 1st & 3rd Tue 1:00-3:00, Every last Thur 7:00-8:30 pm

- **Clothing Room Springfield**: (541) 746-5624 • Companionate Ministry, 1761 E St, Springfield • Tue, Thur, Fri, 10:00-3:00, Wed 11:00-3:00

MEDICAL AND DENTAL

- **University of Oregon Health Center**: 541-346-2770 • General medical care, pharmacy, laboratory, dental clinic, x-ray facility, physical therapy/sports medicine • [http://healthcenter.uoregon.edu/](http://healthcenter.uoregon.edu/)

- **White Bird Dental & Medical Clinic**: Dental: (541) 344-8302 • Medical: (541) 484-4800 • 1400 Mill St, Eugene • [http://whitebirdclinic.org/](http://whitebirdclinic.org/)

- **Volunteers in Medicine**: 541-685-1800 • 2260 Marcola Rd, Springfield • [https://vim-clinic.org/](https://vim-clinic.org/)

- **Riverstone Clinic**: (541) 682-3550 • 1460 G St, Springfield • [https://www.lanceounty.org/cms/one.aspx?pagId=4133182](https://www.lanceounty.org/cms/one.aspx?pagId=4133182)

- **Charnelton Community Clinic**: (541) 682-3550 • 151 W 7th Ave, Eugene • [https://www.lanceounty.org/cms/one.aspx?pagId=4133182](https://www.lanceounty.org/cms/one.aspx?pagId=4133182)

- **Lane Community College Dental Clinic**: (541) 463-5206 • 2460 Willamette St, Eugene • [https://www.lanecc.edu/dentalclinic](https://www.lanecc.edu/dentalclinic)
• **Oregon Prescription Drug Program**: 1-800-913-4146 ●

• **Planned Parenthood**: (800) 230-PLAN ● **Eugene**: (541) 344-9411 ● 3579 Franklin Blvd, Eugene ● **Danebo**: (541) 463-9731 ● 793 Danebo Ave, Eugene ●

• **Ride Source**: (541) 682-5566 or TTY 7-1-1 or (877) 800-9899 ● 240 Garfield, Eugene
  [https://www.ltd.org/ridesource/]
  ● ADA transportation for folks with disabilities

### MENTAL HEALTH

• **University Counseling and Testing Center (UCTC)**: 541-346-3227 (business & after-hours crisis support line) ● Health, Counseling, & Testing Center Bldg, 2nd floor, 1590 E 13th Ave, Eugene ●
  [http://counseling.uoregon.edu/]
  ● **Services**: Individual therapy, self-help, groups, crisis counseling, eating disorder services, substance abuse services, transgender support, consultations.

• **NAMI (National Alliance on Mental Illness)**: (541) 343-7688 ● 2411 Martin Luther King Jr. Blvd, Eugene ● [http://namilane.org/]

• **Veteran’s Administration Behavioral Health**: Crisis Hotline: 1-800-273-8255 ● Clinic: (541) 242-0440 ● 211 E 7th Ave, Eugene ●

• **White Bird Eugene Counseling**: (541) 342-8255 ● 341 E 12th Ave, Eugene ●
  [http://whitebirdclinic.org/]

• **White Bird Crisis Intervention**: (541) 687-4000 ● [http://whitebirdclinic.org/](http://whitebirdclinic.org/)

• **Options Counseling**: Eugene: (541) 687-6983 ● 1255 Pearl St, Suite 102, Eugene ● Springfield: (541) 762-1971 ● 175 West B St, Building D, Springfield ● [http://options.org/](http://options.org/)

• **Looking Glass Community Services**: (541) 484-4428 ● 260 East 11th Ave, Eugene ●
  [http://www.lookingglass.us/](http://www.lookingglass.us/)

• **Center for Community Counseling**: (541) 344-0620 ● 1465 Coburg Rd, Eugene ● Counseling for uninsured adults, sliding scale ● [http://ccceugene.org/](http://ccceugene.org/)

• **Center for Healthy Relationships**: (541) 346-0923 ● 1655 Alder St, #170, Eugene ●
  [https://education.uoregon.edu/hedco-clinic/center-healthy-relationships](https://education.uoregon.edu/hedco-clinic/center-healthy-relationships)

• **Centro Latino Americano**: (541) 687-2667 ● 544 W 5th Ave, Eugene ●
  [http://centrolatinoamericano.org/](http://centrolatinoamericano.org/)
ALCOHOL, DRUG, TOBACCO & GAMBLING TREATMENT

- **Chrysalis (White Bird):** (541) 683-1641 • 350 E 11th Ave., Eugene • [http://whitebirdclinic.org/](http://whitebirdclinic.org/)

- **Emergence Addiction & Mental Health Services:** 24 Hour Hotline: (888) 605-3423 • Gambling Helpline: 1-800-605-3423 • Eugene: (541) 687-9141 • Springfield: (541) 746-4041 • website: [www.4emergence.com](http://www.4emergence.com)

- **Oregon Tobacco Quit Line:** 1-800-QUIT-NOW or 1-800-784-8669 • [https://public.health.oregon.gov/PreventionWellness/TobaccoPrevention/GetHelp Quitting/Pages/oregonquitline.aspx](https://public.health.oregon.gov/PreventionWellness/TobaccoPrevention/GetHelp Quitting/Pages/oregonquitline.aspx)

- **Willamette Family Treatment Services:** Rapid Access Center • (541) 762-4300 • [https://www.wfts.org/](https://www.wfts.org/)

PARENTING

- **Child and Family Center (CFC):** 1600 Millrace Dr., Suite 106, Eugene • (541) 346-4645 • [http://cfc.uoregon.edu/services.html](http://cfc.uoregon.edu/services.html)

- **Family Connections of Lane and Douglas County:** Childcare referrals: 1-800-222-3290, (541) 463-3954 • 4000 E. 30th Ave, Bldg 24, Eugene • [https://www.lanecc.edu/lfc](https://www.lanecc.edu/lfc)

- **Family Resource Centers:** (541) 682-3928 • various locations, call or visit website: [www.preventionlane.org/parents-frcs.htm](http://www.preventionlane.org/parents-frcs.htm)

- **Family Support and Connections (Catholic Community Services):** (541) 345-3628 • 1025 G St., Springfield • [http://www.cccslc.org/](http://www.cccslc.org/)

- **Head Start/ Early Head Start:** Admin Office: (541) 747-2425 • 221 B St, Springfield • Various sites in Lane County. [https://www.hsolc.org/](https://www.hsolc.org/)

- **Parenting Now!** (541) 484-5316 • 86 Centennial Loop, Eugene • [https://parentingnow.org/](https://parentingnow.org/)
  

- **Relief Nursery:** Eugene: (541) 343-9706 • 1720 W 25th Ave, Eugene • Springfield: (541) 485-0007 • 850 S 42nd St., Springfield • [http://www.reliefnursery.org/](http://www.reliefnursery.org/)

- **Center on Teaching and Learning (CTL):** Education Annex, 922 E 16th Ave • (541) 346-4314 • [http://ctlreadingclinic.uoregon.edu/services.html](http://ctlreadingclinic.uoregon.edu/services.html)