April 12, 2012

Dear Professionals in Training:

It is our pleasure to welcome you to the Family and Human Services (FHS) program of the University of Oregon’s College of Education. The FHS program you are entering offers an innovative approach to your education, including cohort learning, the integration of theory and practice, supervision of field work, and an expert and motivated faculty.

As future professionals in the field of Human Services, you will be qualified to perform a variety of professional roles in the field of welfare, child abuse prevention, early childhood development, youth services, residential treatment, case management, special education, counseling and family support to name a few.

Becoming a professional in Human Services is a greater challenge than ever. The number and complexity of human problems and issues continue to increase both in Oregon and throughout the nation. These challenges call for professionals who are able to serve individuals with diverse needs, all within an environment of scarce resources.

The FHS program is accredited through the Council for Standards in Human Service Education. The FHS program’s goals and objectives are consistent with the standards promoted through the National Organization for Human Services (NOHS).

The great strength of the FHS program is the high quality of students we select for the program. While we again congratulate you upon being selected to our program, it is really we who are honored. Judging from the number and quality of applicants to the program, it is clear that the class of 2014 is among the best! We expect much from you and know you expect much from us.

Please know that each member of the FHS “team” is ready and willing to assist you in your professional development. Starting with this letter and extending throughout the pre-service and into the fall quarter, you will have access to an incredibly talented group of faculty and support personnel. Your university supervisors, agency contact people, faculty and staff are all here for you. It is your responsibility to initiate contact and to access us. Together, we are confident that the world will be improved through your efforts.

We look forward to getting to know each of you personally throughout your tenure in the Family and Human Services program.

Sincerely,

Daniel W. Close, Ph.D.
Associate Professor and Program Director

FAMILY AND HUMAN SERVICES PROGRAM

5251 University of Oregon, Eugene OR 97403-5251
T (541) 346-2143 F (541) 346-8778 http://education.uoregon.edu/fhs

An equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act
College of Education
FAMILY AND HUMAN SERVICES PROGRAM

Academic Advising

2012–2014

UNIVERSITY OF OREGON
Academic Advising for FHS majors

Each enrolled student is assigned an official advisor upon entry to the FHS program. All admitted FHS students must meet with their advisor regularly. The meetings with the advisor focus primarily on issues which may include any of these pieces, (transfer course waivers, short and long-term scheduling, developing individualized plans, study abroad issues, graduate school issues, and/or other relevant information).

**Family and Human Services majors must follow these procedures:**

1. After admission into the program make an appointment with your advisor to map out a plan. This is especially important if you are a transfer student. For more information on initial advising protocol refer to the advising appointment information section on the “FHS 2014 New Admit Orientation Advising Agenda” handout.

2. When making appointments to meet with your advisor do so two to three weeks before the first day of registration for the upcoming term.

3. The advisor typically comes into one of your cohort classes each term a week or two before registration to hand out a scheduling form for the upcoming term’s classes/times/rooms and CRNs. Be sure to utilize this form for assistance with registration. Register as soon as you are able to help with section maintenance for your major classes.

4. The advisor typically updates records term by term or at a minimum every other term. The most important advising meetings take place when you begin the program, move to part-time or if you plan to study abroad or proceed in an “accelerated” fashion in the program. The spring of the first year in the program is another important advising checkpoint for refining the senior year plan. Be sure to review your UO email often as advising information and important updates are shared with you in this fashion.

5. The term before you graduate the advisor will review your file and records and make sure all requirements are in order and graduation is secured. Any important information will be shared before you begin your last or graduation term to make any adjustments needed for graduation.

**Academic Advisor’s Contact Information**

Randall Martin “Randy”
364 HEDCO Phone: 541-346-1583
Email: rmartin@uoregon.edu

fhs advsng. handbook edits for FHS majors Randy’s folder

4/3/12 012 Revised
## FHS UNDERGRADUATE PROGRAM OF STUDY

### Pre-FHS REQUIREMENTS

(Freshman, Sophomore)

<table>
<thead>
<tr>
<th>Written English</th>
<th>WR 121 (4) (F, W, Sp) and either WR 122 (4) (F, W, Sp) or WR 123 (4) (F, W, Sp)</th>
</tr>
</thead>
</table>

### Group Requirements:

- Arts and Letters
- Social Science
- Science**

A minimum of 15-16 credits in approved group-satisfying courses is required in each group. Credits from a course may not be used to satisfy both group requirements AND B.A. foreign language or B.S. mathematics requirements.

Each group must include:

a) At least two courses in one subject code
b) At least one course in a different subject code

- Arts and Letters: □ □ □ □ □ □ □ □
- Social Science: □ FHS 213 or EDST 111 □ □ □ □ □ □ □
- Science: □ □ □ □ □ □ □ □

### Multicultural Requirement

One approved course in two of the following categories: A) American Cultures; B) Identity, Pluralism & Tolerance; C) International Cultures. (Courses must be a minimum of three credits.)

□ □

### Mathematics for the Bachelors of Science

- Typically up to three math and/or CIS courses
- □ Two years college-level or equivalent

### Foreign Language for the Bachelors of Arts

- □

### Pre-Admit Core Courses

- FHS 213 Ch/Fam Iss & Phlms (4) (F, W, S) OR EDST 111 Educational Issues and Problems (4) (F, W, Sp)
- FHS 215 Exploring Family & Human Services (4) (F, W, Sp, Su)
- FHS 216 Diversity in Human Services (4) (F, W, Sp, Su)
- Recommended: □ FHS 407: Seminar " Human Services Mentoring (2) / □ FHS 409: Practicum Internship(1-3 cr) (F, W, Sp)

### UO Academic Major:

Family and Human Services

### REQUIREMENTS

(FHS MAJOR COURSES)—Year at a Glance

#### Junior Year/1st Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
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<tbody>
<tr>
<td>FHS 328 (4)</td>
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<td>FHS 330 (4)</td>
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<tr>
<td>FHS 406 (3)</td>
<td>FHS 406 (3)</td>
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<td>FHS 407 (1)</td>
<td>FHS 407 (1)</td>
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<td>FHS 491 (3)</td>
<td>FHS 420 (4)</td>
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<tr>
<td>FHS 492 (3)</td>
<td>FHS 493 (3)</td>
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#### Senior Year/2nd Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>FHS 327 (4)</td>
<td>FHS 406 (3)</td>
<td></td>
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<tr>
<td>FHS 406 (3)</td>
<td>FHS 407 (1)</td>
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<td>FHS 407 (1)</td>
<td>FHS 482 (4)</td>
<td></td>
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<tr>
<td>FHS 494 (3)</td>
<td>FHS 495 (3)</td>
<td></td>
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<tr>
<td>FHS 496 (1)</td>
<td>Elective (1)</td>
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</tbody>
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### Waived and/or Substituted course(s)

- □ □ for □ □ □ □ □ □ □ □
- □ □ for □ □ □ □ □ □ □ □
- □ □ for □ □ □ □ □ □ □ □

### NOTES:
## FHS Cohort 2014 Major Two year Schedule

### Course Planning

#### Fall 2012 | Winter 2013 | Spring 2013 | Summer 2013
---|---|---|---
FHS 328 (04) Thry Fam Systs | FHS 331 (03) Ind/Grp Intvnt II | **EDST 111/FHS 213 OR FHS 216 (04)** |  
FHS 330 (04) Ind/Grp Intvns I | FHS 406 (03) Jr II Field Studies | FHS 329 (04) Youth Psychopathology |  
FHS 406 (03) Jr I Field Studies | FHS 407 (01) Supervision | FHS 406 (03) Jr III Field Studies |  
FHS 407 (01) Supervision | FHS 420 (04) Res in H. Servs | FHS 407 (01) Supervision |  
FHS 491 (03) Jr Prof Prac/ISS I | FHS 492 (03) Jr Prof Prac/ISS II | FHS 493 (03) Jr Prof Prac/ISS III |  
* FHS 215 (04) Exp Fam & H. Servs |  |  |  

Total Credits: 15.0 | Total Credits: 14.0 | Total Credits: 11.0 | 

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#### Year: 2012-2013

| Fall 2013 | Winter 2014 | Spring 2014 | Summer 2014 |
---|---|---|---|
FHS 327 (04) Org Iss in H. Servs |  |  |  
FHS 406 (03) Sr Field Studies | FHS 406 (03) Sr Field Studies | FHS 406 (02) Sr Field Studies |  
FHS 407 (01) Supervision | FHS 407 (01) Supervision | FHS 407 (01) Supervision |  
FHS 494 (03) Sr Prof Prac/ISS I | FHS 495 (03) Sr Prof Prac/ISS II | FHS 497 (02) Senior Project |  
FHS 496 (01) Sr Projct Propsl | FHS 482 (04) Prvnt Youth Violnc | FHS 483 (04) Prevnt Intrpnsl Viol. |  

Total Credits: 12.0 | Total Credits: 7.0-11.0 | Total Credits: 5.0-9.0 | 

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*FHS 215 will be taken by new admits to FHS/UO fall 012 that have not taken this previously....therefore for these people FHS 328 will be held off until next year. ** Some have taken EDST111 or FHS 213/FHS 216 already so will not take them again. In terms with less than 12 credits students take other major/minor or elective courses to bring one to the 12 credit full-time status. See Randy if any specific scheduling questions arise.
Tips/Info for registration for first-term new FHS majors

1. Registration for Fall 2012 for UO current returning students is May 21-31, 2012.
   a. Other dates/summer/fall 2012 to be aware of:
      1. June 29-August 6 Fall registration is closed to continuing students; DuckWeb
         registration system reopens August 6 at 8am.
      2. September 17-20 Fall registration is closed to continuing students DuckWeb
         registration system re-opens September 23 at 8am.
      4. September 21 Undergraduates may enroll for more than 18 credits.

2. New to UO sum-fall 2012 admits will be oriented/advised/allowed to register in one of three
   following sessions: in May 21st/July6 or 25--IntroDucktion/Week of Welcome-Sept. 19-21.

3. FHS 406 Sp Pb JR Field Studies is **blocked from registration** for all students until the
   fingerprint/FBI pieces are completed and turned in. You will register for this JR section
   regardless of whether you are a Jr--90-134 or Sr--135+ credit standing.

4. The first term FHS course credit load is 15 credits for those attending full-time. If you are
   working on a minor or other major courses or gen eds—enroll in some of these courses in
   the initial fall enrollment timeline, (see above for dates), as there is an 18 credit reg load limit
   initially. After the 18 limit load is lifted,(9/21/12), you can add the remaining FHS courses to
   your fall schedule, (usually the FHS 406 Sp Pb JR Field Studies). If you are taking additional other
   kinds of courses it may mean you will move a first-term FHS course, (usually FHS 328 Ther.
   Famly. Systms.), down to fall of the second year to get all your hopeful credits into fall 2012. It is
   recommended to stay close to the 15 credit FHS course limit but some may go to 19 total—see
   Randy regarding this if you have questions.

5. The degree objective for COE-FHS major students has three options, B.A. or B.S. or the BEd.
   The BEd is the least known yet a viable option for you to consider. The BEd is a professional
   school baccalaureate rather than the more traditional liberal arts oriented baccalaureates--the
   B.A./B.S. Because the FHS major is an 80-83 credit major the BEd allows the general ed
   requirements to be completed in a different fashion. The BEd does not require math/CIS courses
   to be completed as are required for the B.S. The BEd does not require foreign language courses
   to be completed as for the B.A. The BEd also reduces the courses required in the three group
   satisfying areas, (A&L/SS/SCI), to be 12 credits or typically three courses instead of 15 credits or
   four courses as is required for the B.A. or B.S. The BEd is not a compatible degree objective for
   double majors at UO. The BEd is a legitimate bona-fide baccalaureate and our BEd students have
   successfully gained admissions into graduate study in Special Ed, Counseling Psychology,
   Student Affairs, PPPM, and Social work. Please see Randy to discuss this more specifically for
   you if interested.

6. Randy works 32 hours per week all year round and can be seen during the summer months,
   especially for new transfer students. Watch your emails spring and summer for updates and
   other specifics as important pieces of information are sent out periodically.

4/034/2012 Registration tips first term fhs students randy's folder
COE AND FHS PROGRAM POLICIES

The College of Education's Academic Policies and Procedures may be found in its entirety on the web at http://education.uoregon.edu/feature.htm?id=376. Students are encouraged to review these policies periodically to access the most recent version.

BACKGROUND CHECKS
Students must complete a background check/fingerprinting through the FBI prior to full admission to the FHS program. Forms for the background check/fingerprinting are found in the field study section of this handbook. Students will be responsible for the fees involved. Students will not be able to participate in field study until successful completion of the background check. A copy of the background check must be turned in to the field study coordinator by August 15. Failure to do so will result in dismissal from the FHS program. We strongly encourage all students to keep the original for their portfolio.

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

Students with felony charges related to weapons or sex crimes against children will not be admitted. If you have questions about the background check, please contact the Field Study Coordinator, Kelly Warren.

COE ID Badge
Academic policies and procedures POLICY A14
Originated by the CICC
Approved by the CICC 3-12-03
Revised by the CICC 10-17-03, 2-27-08

The UO College of Education (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 a criminal history check. This document contains the college policy associated with the issuing of badges and the procedure for obtaining badges for non-licensure program students, licensure students, and faculty/staff.

Definitions
These definitions apply to the policy and procedures for obtaining a COE ID Badge.

1. COE Student: undergraduate, graduate, licensure candidate, non-licensure candidate, continuing professional development student, SPED minor, international student, graduate teaching fellow (GTF)

2. Placement: learning setting outside of the college or university where students observe or interact with any community member

3. Background Clearance: verification from Oregon State Police or FBI of an acceptable criminal history check. * FHS will only accept and FBI criminal history check

4. Temporary ID Badge: issued to late admitted non-licensure students; valid until the end of the period for which the temporary badge is issued

5. Character Questionnaire: a program or licensure document asking for responses to questions
related to alleged misconduct or violation of professional standards

6. Supervisor: anyone who conducts field-based supervision off campus for students in field placements where observation or interaction with any community member occurs

Policy
College policy requires that all students assigned to September Experience, practica, internship, field experience and student teaching placements in pre-K-12 schools, or other agencies, private or public, must submit evidence of a criminal history check clearance PRIOR TO their first placement. Upon receipt of appropriate documentation, and specific program requirements, COE ID badges will be issued to students for a designated time period, not to exceed three years.

OAR 584-017-0055 requires that the COE submit to Teachers Standards and Practices Commission (TSPC) fingerprinting cards for each candidate PRIOR TO their first practicum placement. TSPC notifies COE of any criminal history discovered during the clearance process.

Finally, students placed in school districts or other agencies requiring background or security clearances in addition to those required to obtain a COE ID badge must comply with the policies and procedures of the school district or agency.

Students who enter their non-licensure program too late to obtain the necessary background clearance prior to their first field or practicum placement may apply for a TEMPORARY COE ID badge. These badges will only be issued to students who have a legitimate reason for needing a temporary badge (e.g., late admission and late enrollment). Students who were admitted in a timely manner but who did not take the necessary action to obtain background clearance will not be issued a temporary badge. These students will not be placed in a field experience or practicum until the necessary background clearance is obtained. Temporary COE ID badges are issued for a specified period of time not to exceed one term. They will not be renewed under any circumstances.

The UO Schedule of Classes includes a “note” for each course requiring field experience; practicum or student teaching placements for COE enrolled students that reads: This course requires submission of fingerprints leading to FBI background clearance prior to the first day of class, at student expense.

In order to obtain a COE ID badge, enrolled students are required to complete a “Character Questionnaire” and submit fingerprints for FBI background checks Licensure program students may obtain a fingerprint packet from the coordinator of student records or program academic secretary. Non-licensure program students may obtain fingerprint cards at any local police station or the UO Office of Public Safety.

COE policy for obtaining a faculty/staff COE ID badge requires the individual to complete a criminal history questionnaire as part of the hiring process.

Procedure
Steps necessary to obtain COE ID badge and Temporary COE ID badge:

COE ID Badge
1. For students enrolled in TSPC licensure programs, program admission packet instructions state that applicants must return fingerprint packets and PA-1 forms to COE unit. Applicants can be fingerprinted on TSPC-issued cards at a police or sheriff’s department in any state, police department or US embassy in any foreign country, or UO Office of Public Safety. The COE unit determines that fingerprints were processed according to instructions, and forwards them to the coordinator of student records along with PA-1 forms. The coordinator of student records submits TSPC student files to TSPC for processing. If notified by TSPC of any irregularity in a student’s criminal history report, he/she notifies the appropriate
program coordinator.

2. Students who already have fingerprints and FBI clearance on file must submit a Fingerprint-based Verification Form and a PA-1 form to the COE coordinator of student records. If such clearance exceeds two years, new clearance must be obtained.

3. For students enrolled in non-licensure programs, program admission packet instructions provide students with information on where to obtain fingerprint cards, (local police stations or UO public safety) and the address for the FBI website to obtain clearance verification. The COE unit determines that fingerprints were processed according to instructions and place a copy of the written clearance in the student’s file.

4. The COE academic secretaries enter the “FBI background clearance received” and “supervisor badge”, or "Temporary ID Badge", as appropriate, in the COE database.

5. The administrative assistant for academic programs runs a “clearance received report” from the COE database and forwards it to the UO card office twice weekly two weeks prior to and during the first three weeks of each term. For late approvals, academic secretaries may request that an updated report be sent to the UO card office.

6. COE students, faculty, or staff members go to the UO card office to obtain a COE ID badge.

**Supervisor COE ID Badge**

COE policy for obtaining a faculty/staff COE ID badge requires the individual to complete a “Character Questionnaire”. If not a currently licensed educator in Oregon, supervising personnel must also submit fingerprints as part of the hiring process. Upon verification of criminal history clearance, the faculty/staff member’s supervisor or business manager may request the COE ID badge by emailing the assistant for academic programs. The email should include the following information:
1. Individual’s name
2. Individual’s ID number
3. Designation of a “supervisor” badge,

Note: any list of more than five people should be sent in Excel format.

**Temporary COE ID Badge**

Temporary COE ID badges may be obtained for admitted, non-licensure students, until the end of term. The student’s academic secretary may request a temporary badge by checking the appropriate box in the COE student database. The student’s name will then appear as authorized for a temporary COE ID Badge on the "clearance received report".

This electronic document supersedes all previous versions and is subject to change.


**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.
COURSE WAIVER

academic policies and procedures POLICY A5
Students may request a waiver of course work that duplicates course work taken within the past seven years, but students may not request a waiver of credit hours. Experience in the field is generally not a basis for waiving course work. 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. Advisers may not grant course work waivers.

When requesting a waiver, students are responsible for completing the Petition to Waiver Course Work form (COEGRAD 501/601) providing the instructor with the materials supporting their request (e.g., syllabus, readings, tests, projects and transcript of course grade).

This electronic document supersedes all previous versions and is subject to change.

EQUAL OPPORTUNITY/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.

INFUSION OF DIVERSITY INTO COLLEGE COURSES AND COURSE DOCUMENTATION

academic policies and procedures POLICY A13
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 is requiring 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.

These three elements should be present in all COE courses, and further, these elements should be integrated into each program’s evaluation procedures. Evidence of how these elements are put into action should become part of the annual program evaluation.

This electronic document supersedes all previous versions and is subject to change.
EMAIL ACCOUNTS
Students in the FHS program must obtain an email account through the University of Oregon before fall term of their junior year. All students in FHS are placed on a listserv for communication regarding field study information, scholarships, FHS and College of Education activities, job opportunities, etc. No email addresses other than University of Oregon’s will be used.

LEAVE OF ABSENCE FROM THE PROGRAM
A student wishing to leave his or her FHS major program temporarily must request a leave of absence from the Family and Human Services major academic advisors. If a leave of absence is granted, the student will be allowed to rejoin the program without having to reapply unless the leave extends beyond one academic year. One year absences or more require a full application for admission to occur before re-entry. The leave of absence form is available from the advisors in 340 HEDCO.

PLAN OF ASSISTANCE
Students may be asked to participate in a Plan of Assistance (POA) if the program or director, faculty, or university supervisor deem it necessary. Plan of Assistance meetings may be used when students have demonstrated a deficiency in the areas of academics, professional behaviors, program competencies, or field study. Participants of the POA will determine the tasks necessary for the student to make improvement. If the tasks are not completed by the timelines outlined in the POA or the student has demonstrated a lack of initiative or failure to improve, the FHS faculty will determine next steps. One of these steps may lead to involuntary termination from the program.

REMOVAL OF CONDITIONAL ADMIT STATUS
The program director and academic advisors will monitor students admitted to a program under conditional terms. Students’ initial admission letters will identify the conditions that must be met and the timelines for removal of the conditional status. Once students meet the conditions, their status will be updated. Failure to meet the conditions may result in termination from the program.

RETENTION REQUIREMENT/INADEQUATE PROGRESS
If students have not met the retention requirement of the FHS major they must develop an agreed upon plan of action (via a Plan of Assistance meeting) and timelines for completion. This written plan of action must describe specific weaknesses or problems and a recommended corrective action. The plan may include retaking coursework, alternative coursework, or termination from the program. The action plan will be signed by all parties and will then be placed in the student file. The student’s signature indicates that he or she has been made aware of the problem and recommended corrective action. The advisor will retain documentation of progress toward meeting the stipulations and timelines of the action plan.

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. The grievance procedure is outline in the “student grievance” section of this handbook.

RETENTION STANDARDS
Minimal requirements for retaining good standing in the FHS major include maintaining a cumulative UO GPA of 2.0 and taking all required major courses for a grade, unless specified Pass/No Pass by the major department. The Family and Human Services major also requires that you meet the following program-specific retention requirements:

- Maintain a GPA of 2.75 in pre-admit core courses (FHS 215, EDST111 and FHS 216), and a cumulative GPA of 3.0 in the FHS major courses.
- Complete all required major courses.
- Pass all required field studies experiences and supervision components
- Receive a C- or better in required courses

**STUDENT CONDUCT**

*academic policies and procedures POLICY A9*

"The university faculty has authority under the law to establish standards of behavior for students at the university," (Faculty Handbook 1993).

The faculty's response is the Student Conduct Code, which is contained in the quarterly schedule of classes and addresses the following areas:

- Purpose of Code
- Standards of Conduct - Offenses
- Group Offenses
- Sanctions
- Group Sanctions
- Procedures
- Academic Dishonesty Cases
- Defense Services

Students are strongly advised to read the Student Conduct Code and faculty members should follow guidelines provided in the Code should a problem arise.

*This electronic document supersedes all previous versions and is subject to change.*


**STUDENT EVALUATION**

Evaluation of student performance in University courses and in field-based settings should be continuous. The Family and Human Services major allows the following evaluation guidelines:

**Periodic review**

Periodically you and your advisor will discuss the next term’s coursework and review your progress. Specifically, the advisor will review grades and GPA for the major. These evaluation sessions should assist you in developing plans to meet major and degree requirements. If an advisor feels that your progress is unsatisfactory, the program director or specific faculty involved may be notified and a special meeting may be called.

**Annual Review**

Each year there will be a review of FHS student progress in classes and field studies coursework. Faculty will be asked to identify (a) those students whose performance raise concerns, and (b) the nature of the concerns at issue. Among the types of concerns are:

- Meeting course expectations, e.g., not being punctual or dependable in attendance in classes in which attendance is required, difficulty keeping track of and attending class-related activities at non-routine times, consistently late in completing work, not being well organized;

- Demonstrating academic competence, e.g., inconsistent quality of work, lack of focus on course/program, distraction by competing interests, unwillingness or inability to master course or program content;
• Demonstrating inappropriate interpersonal skills, e.g., inability or unwillingness to communicate with instructor/supervisor regarding completion of expectations, lack of developmental self-confidence, demeanor/appearance inappropriate to the situations, inability or unwillingness to demonstrate energy and drive needed to become a human services professional.

If legitimate concerns emerge regarding student performance in any of the above areas, a meeting may be set with the student, the relevant faculty and the advisor to discuss the concerns. This meeting will occur as soon as possible. If appropriate, a written plan of action may be developed which describes the concerns and a recommended corrective action. This document will be signed by the student, the program director and other faculty in attendance and placed in the student’s file. The student’s signature indicates that he or she has been made aware of the problem and recommended corrective action.

STUDENT GRIEVANCE
Please read the most recent version at the address below.
http://education.uoregon.edu/feature.htm?id=399

Introduction

(1) OAR 571-003-0100 through 571-003-0125 apply as specified to students including undergraduate, post baccalaureate, community education, and graduate students. For the purposes of these rules, a student is an individual who, having paid the appropriate fee or having the fee officially waived, is enrolled in courses at the University of Oregon or was so enrolled at the time the action grieved occurred:

(a) Work-Related Graduate Teaching Fellow Grievances: Graduate students with complaints arising from their employment as Graduate Teaching Fellows shall follow the grievance procedures specified by their applicable collective bargaining agreement;

(b) Student Versus Student Complaints: Students who wish to make a formal complaint against a fellow student or students or a student group (unless the complaint is against a student for actions taken as a University employee) shall use the procedures specified in the Student Conduct Code, OAR 571-021-0005.

(c) Fees, Fines, and Other Charges: Students with grievances related to the assessment of fines, imposition of charges or the applicability of but not the waiver of fees, shall use the procedures described in OAR 571-060-0005.

(d) Financial Aid: Students who face the loss, reduction or suspension of financial aid other than as an application against delinquency pursuant to federal, or state law, or published Oregon State Board of Higher Education or University policies or directives, may request a contested case hearing under OAR 571-002-0000. Students with other grievances regarding the administration of Financial Aid may use the procedures described in OAR 571-003-0125.

(e) Student Records: Students with complaints about access to or the contents of their student records shall use the procedures described in the University’s Student Records Policy, OAR 571-020-0005.

(f) Prohibited Discrimination: Students who believe that one or more University of Oregon employees or agents have acted in a way that constitutes prohibited discrimination (including sexual harassment) shall file any formal grievances under OAR 580-015-0090.

(g) Petition Processes: Many University offices and academic units have established petition processes for students who believe an exception to applicable policy or procedures should be made in their special situations. Students wishing to alter a decision affecting them should contact the office responsible for making the decision to see if there is a procedure established for petitioning for a change. The University
administration reserves the right to create petition processes that comply with the requirements of OAR 571-003-0105 or to eliminate petition processes as it deems desirable;

(h) Graduate Student Academic Grievances: A graduate student with an academic grievance including graduate qualifying examinations, comprehensives, dissertation preparation, research evaluation, doctoral orals, or advising relationships shall use the procedures established under OAR 571-003-0120.

(i) Family Housing Grievances: Individual family housing resident's grievances against University Housing shall proceed solely under OAR 571-022-0060.

(j) Other Grievances: A student who believes that one or more University of Oregon agents or employees has acted in an arbitrary manner or has acted in non-compliance with federal or state law, policies, directives, or administrative rules, or has acted in a way that exceeds authority or abuses discretion, to the personal detriment of that student, shall file a grievance under the process described in OAR 571-003-0110 and 571-003-0115.

(2) General Guidelines:

(a) Statements of Grievance: Formal grievances filed by students under these rules shall be in writing and shall include at least the following information:

(A) The approximate date and nature of the events that lead to the filing of the grievance;

(B) The names of all persons the aggrieved knows to have been directly involved in or responsible for the events alleged;

(C) All the relevant facts the aggrieved knows that support these allegations, including any stated policies or procedures that are alleged to have been violated. The aggrieved may add to this statement if more information becomes available during the course of the grievance;

(D) The relief the aggrieved seeks to resolve the grievance.

(b) No Retaliation: Students using this or any other authorized grievance process shall be protected from retaliation for using the process. While the actions that have prompted the grievance may be carried out in due course while the grievance is pending and normal academic processes and events including testing and grading shall go on unimpeded, no other actions proposed subsequent to the filing of the grievance adverse to the student's interests may be taken unless those proposing such action can prove to the appropriate vice president’s satisfaction that such action is free of retaliatory intent;

(c) Grievance Counseling: Students who are uncertain whether a problem can be addressed through a petition process, a grievance process under these rules, or through another resolution process, should consult the ASUO Office of Student Advocacy or the Office of Student Affairs;

(d) Choice of Process: In some cases students may have a choice of formal procedures under which to file grievances and complaints rising from the same incident. In such situations, the affected student must select one and only one formal process. The University shall not hear a second complaint from the same student on the same facts, and shall not hear a grievance if a similar complaint is filed with an external agency or court. Preliminary efforts at informal solution shall not be deemed the filing of a grievance;

(e) Advice and Counsel: Student complainants may secure advice and counsel as they see fit throughout both the formal and informal procedures described herein. Participation by advisers in meetings or hearings shall be permitted to the extent provided for in these rules. A University officer may refuse to include a student’s adviser in such a meeting, unless the student advises the officer, at least five working
days in advance of the meeting, that a named adviser will be present. During the course of a student grievance, all parties shall be responsible for the costs, if any, of their personal representation;

(f) Time: All mention of days throughout OAR 571-003-0100 through 571-003-0125 are calendar days unless otherwise specified.

(g) Personal Records: By filing a complaint under any student grievance rule, a student authorizes the appropriate authority to inquire into the matter as necessary to discover the applicable facts and to communicate as specified in these rules, its findings and reasons to the concerned parties.

**Student Petition Processes**

(1) Mandatory Use: The University has established a number of formal petition processes that apply when students wish to request a waiver of or exception to University policy or procedure which applies to them. Where such a process has been established, students must follow that process to have their requests considered.

(2) Procedural Requirements: University offices with established petition processes shall make reasonable efforts to publish the availability of the process, shall train staff to advise students on the use of the process, and shall maintain an adequate store of appropriate petition forms or other relevant materials.

(3) Informal Petitions: Where no formal petition process is established, students are free to request reconsideration of decisions affecting them by writing to the decision-maker and making such a request.

(4) Grounds for Appeal: The denial of a petition is not a subject for a grievance complaint unless the student believes prohibited discrimination, abuse of discretion or arbitrary and capricious action has occurred. If this appears to be the case, the student may file a grievance under OAR 571-003-0110, 571-003-0115, or under OAR 580-015-.

**Procedural Requirements**

(1) Students (as defined in OAR 571-003-0100 (1)) who believe they have been individually wronged by arbitrary or capricious action or non-action, abuse of administrative discretion, or non-compliance with applicable law, rules, or policies by the University, its agents and employees, may grieve in accordance with the procedures outlined in the applicable rule.

(2) A student must institute a formal grievance within 45 days of the time the student knows or by reasonable diligence should have known of the matter prompting the grievance. The running of the 45 day period shall be suspended during examination and vacation periods, including the period between the end of spring term and the beginning of fall term if the student is not enrolled in summer session.

(3) All decision-makers' written decisions required by these rules shall include a statement of findings and conclusions, a recitation of the applicable facts and the law, rules, and policies which support the conclusions, and a description of any appeals procedures available to the parties to the grievance.

(4) If the decision at any level requires taking action, the decision shall include a copy of the instructions to the appropriate University personnel for implementing that action.

(5) Failure of a decision-maker at any level to communicate the decision within the applicable time limits shall permit the aggrieved to proceed to the next step. The failure of the aggrieved to appeal a decision within the time limits shall be deemed to be an acceptance of the decision.
(6) Informal Resolution: Before filing formal complaints, students are urged to consider direct conversation with the individual causing the problem or with that person’s supervisor, in an effort to resolve misunderstandings and to achieve solutions as quickly as possible. The use of informal processes does not prevent the filing of a formal grievance so long as the formal grievance is filed within the applicable time limits:

(a) Informal Discussion: Students may request a meeting with the problem-causing person or with that person’s supervisor;

(b) Mediation: Students may request mediation through any available campus mediation program;

(c) Local Processes: Students may use any informal processes established within the unit in which the complaint arose.

**Formal Grievance**

(1) Students may choose to proceed directly to a formal grievance process, or they may wish to file a formal grievance if they believe informal efforts at resolution have failed. Formal grievances must meet the requirements stated in OAR 571-003-0110 (1) and (2).

(2) **Step One:** An aggrieved student shall either file a written complaint according to the established grievance process within the appropriate administrative unit or if one is not established, with the immediate supervisor of the person grieved against. The complaint shall comply with the requirements set forth in OAR 571-003-0100 (2)(a):

(a) A University employee who receives a grievance under this rule that has as its basis allegations of prohibited discrimination or sexual harassment against a student shall direct the complainant and the grievance to the Office of Affirmative Action for a proper filing under OAR 580-015-0090;

(b) If mediation did not take place in an effort to reach an informal resolution, the Step One decision-maker, who believes mediation could be productive and if the aggrieved and the person grieved against agrees, may refer the matter to any available campus mediation service. Such mediation suspends the time limits described in this subsection for up to 30 days or until mediation is concluded, whichever is earlier. If the grievant does not agree to mediation, the Step One decision-maker shall proceed with the investigation of allegations in the grievance;

(c) The Step One decision-maker or a designee may investigate the allegations contained in the grievance and interview the parties and others as appropriate in order to come to a decision on the issues in question. The Step One decision-maker shall either deny or resolve the grievance within 20 days of receipt of a written grievance, except if mediation is undertaken, as described in OAR 571-003-0110 (6). The Step One decision-maker shall communicate his or her decision to the parties to the grievance in the form required in OAR 571-003-0110 (3).

(3) **Step Two:** Complainants who are dissatisfied with the decision at Step One may appeal by filing a written notice of appeal within 14 days of receiving the decision at Step One. The appeal shall contain a copy of the Step One decision, a statement of the issues remaining unresolved, and a description of the relief or resolution sought:

(a) Grievances against faculty may be appealed to the Student-Faculty Committee on Grievances or as an alternative, to the appropriate Vice-President (see subsection (b) of this section). The Student-Faculty Committee on Grievances operates under the charge, procedures and time lines stated in OAR 571-003-0006 (3). No person involved as a party to the grievance or as a participant in either the informal
resolution efforts or the decision-making at Step One of the formal grievance process shall serve on the Student-Faculty Committee on Grievances when it considers a grievance under this subsection;

(b) Grievances against any University employee may be appealed to the Vice-President to whom the grieved-against person reports. The Vice President may elect to investigate the grievance or to designate an investigator, or may decide the grievance on the record already assembled. Both parties shall have access to the record presented to the Vice-President (including all documents and communications relied on by the Step One resolver and the Step Two investigator) and shall have the opportunity to comment on it before the Vice President's decision. The record of the grievance includes all statements and evidence submitted by the parties and the Step One decision report. The Vice-President shall have 30 days from receipt of the grievance to investigate and render a decision in writing. Within that time, the decision shall be given to both the aggrieved and the person grieved-against.

(4) Step Three: If either or both parties to the grievance are dissatisfied with the result of Step Two, they may file a written appeal to the University President within 14 days of receiving the Step Two decision. The President may elect to decide the grievance on the record already assembled, may elect to investigate personally or by appointing an investigator, or may remand the grievance to the decision-maker at Step Two for further clarification and additions. Both parties shall have access to the record presented to the President upon appeal and shall have the opportunity to comment on it before the President makes a decision. The same records considerations apply to this step as to those before. The President shall render a written decision within 60 days of the receipt of an appeal. Both parties shall receive a copy of the Step Three decision. The President's decision is final.

(5) Withdrawing the Grievance: The grievance may be withdrawn by the aggrieved at any step in this procedure by submitting a signed and dated written notice to the decision-maker who currently is considering the grievance.

(6) Extensions of Time: Time limits within this rule may be extended by the decision-maker when to do so will enhance the fairness of the process, by giving written notice to all parties.

(7) Failure to appeal a decision at any step within the specified time shall terminate the grievance.

STUDENTS WITH MOBILITY IMPAIRMENTS

academic policies and procedures POLICY A12

Background
Students with motor disabilities or other difficulties negotiating stairs need accommodation for advising and other meetings with faculty members who have offices that are not accessible by elevator. Students must have a list of faculty members that use inaccessible offices and access to a phone so that they might call the instructor to arrange a meeting or notify them that they have arrived for a meeting. In addition to these two provisions, students and faculty also need appropriate and accessible space to meet that affords them privacy.

Policy and Procedure
All area offices will be located in accessible space to the extent possible. When instructors with inaccessible offices arrange meetings with students with mobility impairments, they may request meeting room space from the nearest ground floor space.

A request for meeting space will be granted priority. Conference rooms not previously scheduled will be scheduled first. If no conference room space is available, the office manager will recruit faculty who have ground floor offices to lend their office for such meetings.
STUDENT RECORDS
academic policies and procedures POLICY A1

University of Oregon Student Records Policy (571-20-005) states that, "Students who are enrolled in the university generally have the right to inspect those records maintained by the university which directly affect them. The university shall maintain only those records that deal with the education or related purposes of the institution, and it will not release those records to a person other than the student except for university personnel who have appropriate interests, where an emergency is involved, at the direction of a court, or in other limited situations. The university will release upon request directory information about the student, but the student may request that directory information not be released. A request to limit the release of directory information will be honored only for the academic year in which the request is made. The request must be renewed each year the student wishes to continue the restriction. The student may request that any errors in university records be corrected, and the student is entitled to a hearing if necessary. The student is not permitted to review letters of recommendation received prior to January 1, 1975, but may review any letters received after that date unless the student submits a waiver to the appropriate university department."

Only program faculty members and their staff who have a legitimate need to access student files have the authorization to do so.

Admissions Process and Creation of Student Files
For each person applying to a College of Education program, the academic secretary for the program creates an applicant file. Files are then given to the appropriate program admissions coordinator on or before the date of the program's admission deadline. After formal review of applicant folders, prospective students are notified about the decision of the program admission committee.

Maintenance of Active Files
Once admitted, student files are kept and maintained by the program's academic secretary. At the beginning of the student's final term the files are transferred to the college's student academic services and maintained by the student records coordinator. The student records coordinator will also serve as the COE liaison to the registrar's office and the Graduate School. The student records coordinator will disseminate information from the registrar's office and the Graduate School to the appropriate academic secretary or file.

Retention and Archiving of Student Records
Files of non-admitted applicants are retained by the academic secretary for one calendar year from term of denial and then sent to the university archives. Files of students who were admitted but did not enroll are retained for one calendar year from date of expected enrollment and then sent to the university archives. Records of students who have completed COE programs are retained in student academic services for one year for graduate degree-only students and for up to ten years for students completing a licensure program. Files are then sent to the university archives for permanent storage.

This electronic document supersedes all previous versions and is subject to change.
Last Updated: 9/25/02

TERMINATION/DISMISSAL FROM A PROGRAM

Voluntary Relinquishment
If a student chooses to leave their program without filing a leave of absence, he or she will relinquish his or her standing in the Family and Human Services major. The student must notify the FHS main office of the intent to relinquish his or her status.
Students who decide to return to the Family and Human Services major after relinquishment will be required to re-apply. 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 Family and Human Services major.

**Involuntary Relinquishment/Termination/Dismissal**

Please read the most recent version at the address below.
http://education.uoregon.edu/feature.htm?id=397

*academic policies and procedures POLICY A8*

**Background**
The dismissal or threat of dismissal from a COE academic program is a serious undertaking for the student, faculty, and the program. In most cases significant amounts of time and energy have been expended by all parties, as well as significant economic investment. The gravity of dismissal requires that the COE develop comprehensive and sensitive guidelines to assist programs in developing specific student dismissal policies. Students encounter three types of problems that could lead to program dismissal:

1. Behavioral problems include the student's inability or unwillingness to follow directions, to accept and respond appropriately to feedback, to work successfully with others, extreme social insensitivity and other similar health situations which affect the student's ability to successfully complete this program.

2. Academic factors may include the student's inability or unwillingness to acquire and demonstrate competence in program content, or to comply with program, college, and university procedures.

3. Legal/ethical factors may include the student's use of inappropriate language or actions, and violation of university rules (such as cheating, plagiarism, lying, and other offenses detailed in university and college policy and published in the Schedule of Classes each term) or state laws, which demonstrate the student does not meet professional standards.

The following policy emphasizes accountability, prevention, equitable treatment, and early remediation. The first line of defense is to avoid serious situations where students are not performing adequately or are not making adequate progress toward degree completion or licensure.

**Policy**
Each program is responsible for having comprehensive policies and procedures to deal efficiently and effectively with students having problems that could potentially lead to dismissal from the program. These procedures are designed to require programs to operate so that student problems and potential problems are identified early and students are offered assistance to remediate problems unless the gravity of the problem is such that faculty members believe the specific problem(s) is not possible to remediate such that professional standards will be met. In situations where problems are not possible to remediate or remediation efforts are not successful, programs are encouraged to redirect students to other options that could be more successful, including program dismissal. Nothing in this policy or supporting program policies and procedures obligates program faculty members to follow or provide specific procedures or activities since each situation will be unique and efforts and decisions must be individually tailored to each situation.

Each program's student policies must include plans for remediation/retention and dismissal according to the following guidelines:
1. A written description of the academic and professional standards students must meet to successfully complete the program. For example, in licensure program students must be able to relate well to clients in assigned field sites, communicate effectively, and follow field site rules. When possible, these criteria should be grounded in the standards of licensing or other professional organizations.

2. Relevant and high admission and retention standards.

3. Early screening procedures to assure admitted students have the necessary skills to succeed (e.g., CDS screens for speech and hearing problems).

4. Written procedures for developing action plans to assist and support students who do not perform adequately on screening/admission procedures and clear timelines for demonstrating adequate correction when remediation is an appropriate alternative to immediate dismissal.

5. Ongoing student evaluation to assure early detection of problems that may interfere with student performance and progress.

6. Specific written procedures for developing action plans when serious deficiencies are noted.

When serious deficiencies are noted, students are to be notified in writing by the appropriate faculty member or program coordinator with a copy of the letter to the major director. Similarly, when serious deficiencies are noted in practicum or field study, regardless of the time during the term, practicum supervisors, in collaboration with the practicum/program coordinators will prepare a letter for the student with a copy to the major director. The letter 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.

7. Specific written procedure for counseling students about future options who are not making adequate progress according to item 6. Programs may choose to include the following options: additional remediation of unsatisfactory work or deficiency; offering alternative strategies for moving forward; assistance in transferring to another program; and dismissal from the program.

8. When this process results in a decision to terminate a student from a program, the major director will forward a letter to that effect through the academic secretary to the associate dean for curriculum and academic programs who will forward it to the appropriate university office.

All COE and university policies and procedures regarding student grievance rights apply throughout the dismissal procedures described here.

This electronic document supersedes all previous versions and is subject to change.


WAIVING CLASSES

There are occasions when students enter the major having already completed courses at other institutions that match the content and/or competencies of required Family and Human Services courses. When appropriate, students may waive a course with the approval of the instructor, your advisor, and your
program director. Typically no more than two courses can be waived. Credit for past experience will not be considered.

Waivers will be considered in the following situations:

1. The completed course had the same breadth and depth of content and competencies as the FHS course.
2. It is preferred that the course is taught at the same level (e.g. lower vs. upper division).
3. The course was taken within the last 7 years.
The Student Competencies

A competency refers to the core knowledge and core and professional skills necessary for professionals to work with children, youth and families. Additional advanced competencies are the administrative and management skills and professional products associated with higher level professional practice.

The student competencies of the FHS program are organized into five main skill areas. See Table 1 for the listing of skill areas and competencies. The table also includes the expected time frame for students to accomplish each of these skill areas. Following the table we have included a brief definition of each of the skill areas and specific competencies.

Table 1: Family and Human Services Program Student Competencies

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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, emotionally and spiritually 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 sharing your feelings with peers, supervisors, faculty and friends, developing non-school or field study related interests such as a regular exercise schedule, social activities and recreation.

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*- 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 NOHSE, 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 Pre-FHS courses, including EDST 111 and 212, provide basic information on a range of issues relevant to educators and human service professionals. The course FHS 215 provides an introduction to the human service profession through personal exploration of goals and values, history of human services in the U.S., and brief presentations on the role of family, school, community and culture on the emotional, physical and social development of children and youth. Once students are accepted into the FHS major, the pre-service activity in the Fall and the FHS core courses provide the remainder of the core knowledge. The focused, intensive pre-service training experience provides incoming students with both 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 healthy wellness, such as commitment to the family, problem solving techniques, spending time together as a family, etc. The changing nature of families and 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 U.S. 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 the conceptual model adopted by the College of Education at the University of Oregon to understand and address the physical, emotional, social and spiritual needs of children and families. The Ecological Model refers to the belief that children, youth and families are impacted by a variety of factors in their lives. Most importantly these factors include family, school, community and peers. The Ecological Model is infused into all aspects of coursework and field study in the Family and Human Services program.

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 in the Family and Human Services program become "professionals in training" once they are admitted to the program. This concept of "professional in training" is important because it means that the individual is no longer a "student" in the strictest sense. 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.

In the Family and Human Service program professional skills are the minimum competencies needed to effectively work with clients and participate in human service agencies. The professional skills identified in the FHS program reflect both the input and consultation from the FHS stakeholders and the criteria associated with accreditation through the National Organization of Human Service Educators (NOHSE).

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. Still other purposes may be to assist the person in accessing a certain type of service or resource to allow them to strengthen their lives. The Family and Human Service program adheres to a "strength-based" philosophy of assessment, meaning that the focus of assessment is to identify strengths and resources to "empower" the person to access resources. This "strength based" 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. In addition, the "trainee" needs to be aware that an interview typically leads to next steps or activities. The "trainee" should learn to conclude the interview with a summation of the information collected and an agreement on subsequent activities or timelines for formal presentation of findings.

3.5 Observation—refers to the act of recognizing or noting behaviors, facts or occurrences in a professional context. In human services, observations of individuals or groups of clients often occurs 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 a strategy or practice of identifying problems and strengths and communicating strategies, options or opportunities for change. A problem-solving approach works in concert with the "strength-based and empowerment" philosophy described above. In this approach, 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. The "trainee" needs to first learn the skills to identify the nature of the conflict, by having all concerned express their ideas or feelings about the nature of the conflict. If the persons involved in the conflict are able to resolve the conflict by themselves without harming each other or the agency, this form of conflict resolution is desirable. If one or more persons risk harm due to the conflict, the "trainee" will work to resolve the conflict through a variety of processes. One such strategy is to have the persons involved take the point of view of the other persons and then work to develop a compromise agreeable to 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 an understanding that research is important in the helping professions. To function as a helping professional, basic knowledge of social research methods is required in order to assess the effectiveness of interventions, programs and policies. As a professional in human services, you will understand more about the people you work with if you possess fundamental knowledge of research and apply these skills to your practice (Cherry, 2000, p. xxi). This understanding is gained through academic coursework that will
expose you to the basic understanding of the research process and methodology, issues regarding research ethics, different research designs, statistical methods of data analysis. As a result of the academic coursework, you will be prepared to become competent consumers of educational research.

4. Administrative and Management Skills

Students in the Family and Human Services program have the opportunity to learn information and knowledge about administrative and management issues through the Family and Human Services core courses, and to develop a higher level of skill through field study, independent study, or senior project. The goal of the Family and Human Services program is to prepare "entry level" professionals for the field. Occasionally a student will enter the program from a position of leadership in education or social services. In the FHSP program management and administration refers to the act of 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 five competencies outlined below.

4.1 Case Management-refers to the process of coordinating the delivery of educational, medical, counseling, and community resources to achieve the client or family's goals. The case management process includes several steps, which are managed and coordinated by human service professionals. One of the steps in the case management process is to conduct a "needs assessment" to determine the range and complexity of the resources needed by the client. On the basis of the need assessment, an "individualized plan" is developed for the client who includes goals, timelines, and access to resources. 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. One mechanism typically used by case managers is the "team meeting" which brings together the key participants in the plan to evaluate and adjust the plan or services as needed.

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. Agency collaboration is more than simple coordination of services, and includes elements of trust between agency personnel and respect for each other's work and professional values.

4.3 Public Policy- Students will learn to examine the historical shifts in the way that human service policies have been developed, implemented and evaluated both in the United States and abroad. Through academic course work, students will identify the major challenges facing societies in their attempts to create equitable human services through examination of the impact of human diversity, in all its forms. The changing role of governments and private foundations are examined and the future of human service policy-making is explored.
4.4 **Community Outreach and Relations**-refers to actions and activities that foster the constructive change and development for children, youth and families in communities. Community development includes active participation in political activities such as promotion of ballot measures, funding opportunities, and ballot initiatives. In addition, students may choose to participate on the Board of Directors of a private, non-profit agency or to work with the fundraising or public relations campaigns of agencies. In certain cases, students may develop a senior project, which focuses on providing new services which add resources within the community.

4.5 **Agency Management and Administration**- Refers to advanced levels of leadership within an agency. Specific activities related to this advanced competency can be discussed with the field study coordinator.

4.6 **Event Planning and Organization**- Human Service work requires that professionals be proficient in event planning and organization in order to generate funding, participate in professional development, and create community programming. This skill is demonstrated in the context of field study or campus/community activities. 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**- A leader is not necessarily a person who holds some formal position of leadership or who is perceived as a leader by others. Rather, a leader is one who is able to affect 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 in the Family and Human Services program 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 senior field study and 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 strengths and client issues, the formal development and design of an intervention strategy to address the issues and strengths, the actual implementation of the plan and strategy with the specific client or clients, 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 in conjunction with agency personnel to secure government, foundation, or private funds to support the agency or community. In some cases students have written grants to support the costs of their senior project, in other cases the grant has been written in collaboration with agency personnel to provide funds for the agency. 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.

Part 2: Curriculum of the Family and Human Services Program

Overview of Curriculum

The Curriculum of the Family and Human Services program is designed to prepare undergraduate students for entry level careers delivering high quality intervention services to children, youth and families. In many cases, the children, youth and families served by program graduates have experienced challenges in life, which require the assistance of governmental and private, non-profit agencies. Program graduates may work with a wide range of individuals, including children at-risk for child abuse and neglect, children with disabilities, children who have experienced abuse and neglect. In addition, program graduates may work with children who are at-risk for special education placement, or who are placed in the foster care system. Graduates may work with youth in a variety of settings including residential treatment, afterschool mentorship or recreational programs or in probation, detention or alcohol and drug treatment settings. Furthermore, graduates may work in a broad range of adult service settings that assist individuals and families who experience homelessness, domestic violence, sexual abuse, mental health issues, and criminality.

2A) The Admission Process

To address this broad range of potential career options, the FHS program is highly selective in its admissions process. Many more students seek admission into the FHS program than can be accepted. Therefore, it is necessary to have admissions criteria that selects students who have the greatest probability of being successful in the program and in the human services profession.

Students seeking admission into the FHS program must submit a complete application during the Winter quarter of their sophomore year for admission the following Fall quarter.
Specific criteria for acceptance into the program include:

a. completion of 55 credits of college credits, with a minimum GPA of 2.0;
b. successful completion of 12 credits of pre-FHS coursework or its equivalent with a GPA of 2.75;
c. documented experiences with children, youth or families;
d. personal qualities of leadership potential, demonstrated ability to work with others in small group situations, experience with diverse populations, and strong interpersonal skills.

Documentation of the above criteria is accomplished through the application and interview process. Students must submit a copy of all college and university work; a personal goal statement describing interests and future plans for working with children, youth and families; two letters of recommendation that address the applicant's experiences with children youth and families, leadership potential, interpersonal skills, ability to work with others in small group situations, and experience with diverse populations. Each applicant who submits the above information is offered an interview. The interview team consists of two faculty members. The FHS faculty makes the final decision on admission. All students who are admitted to the FHS program receive a “conditional admission.” The conditions of admission are:

1. Pass a criminal background check (FBI) by August 15, 2012; failure to complete the background check by this date will result in termination of your conditional acceptance and dismissal from the program
2. Successfully complete all mandatory orientation activities including new student orientation, field study agency fair, and pre-service training
3. Complete all of the FHS pre-admit courses (transfer students see Randy Martin regarding this)
4. If you do not already have one, establish a University of Oregon email account

Student competencies assessed through the admission process include:
Interpersonal Skills
Verbal/Written Communication

2B) The Pre Family and Human Services and Educational Studies Courses

Students in the Family and Human Services program are required to complete 12 credits of pre-FHS/Educational Studies (EDST) coursework prior to enrolling in the major. In some cases, students will be able to substitute previously completed coursework for one of the pre-FHS/EDST courses. See Table 2 in the Appendix for a list of competencies addressed by the pre-FHS/EDST courses. The pre FHS/EDST courses are:

EDST 111 Educational Issues and Problems—this course examines specific issues and problems confronting educators and human service professionals. In addition, the course compares and contrasts the approaches educators and human service professionals use to solve societal and educational problems.

Student competencies addressed in EDST 111:
Child/Family Wellness
Diversity and Cultural Awareness
Ecological Model
History of Human Services
Life Span Development
Verbal/Written Communication

FHS 215 Exploration of Family and Human Services—this course introduces the historic precedents of human services in the U.S. Information is also presented on the positive and negative outcomes for children, youth and families in modern society. Information on the nature of the human service and special education systems is also presented.

Student competencies addressed in FHS 215 include:
Career Development
Child and Family Wellness
History of Human Services
Interviewing Skills
Life span Development
Verbal/Written Communication

FHS 216: Diversity in Human Services. This course provides students with glimpses into the characteristics and social issues unique to various subgroups within the American milieu. It is meant to provide the rudimentary knowledge, awareness, and skill to bring about the required change in behavior to begin functioning effectively as social workers within diverse populations. This course will also entail an examination of the dominant and one’s own cultures, biases, thoughts and beliefs, attitudes, and orientations to inculcate a comparative understanding of diversity.

Student competencies addressed in FHS 216 include:
Community Outreach and Relations
Diversity and Cultural Awareness
Ethics and Social Responsibility
Public Policy
Verbal/Written Communication

2C) Preservice Training Experience

Once a student is admitted to the FHS program, a variety of activities are arranged to prepare the student for field study and courses during the next Fall quarter. The culminating experience for students prior to the Fall quarter is the preservice training workshop, which occurs for a full day prior to the start of Fall quarter.

The preservice training workshop is organized to provide information on core knowledge and information and practical experience in the areas of core skills. This mandatory workshop is taught by the entire faculty in the FHS program and is designed to provide 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.

All students who complete the preservice training workshop are eligible to begin field study. Students who miss all or part of the workshop are required to review the tapes of the workshop for the material they have missed and complete written assignments on the content. Students who missed the teambuilding activity will need to schedule an appointment with the field study coordinator and the program director to discuss a suitable alternative activity on the subject of “teambuilding, commitment and esprit de corps.” Students will be allowed to begin field study when they have successfully completed the above alternative activities.

Student competencies addressed in preservice training workshop include:
Child/Family Wellness
Personal Safety
Personal Boundaries
Self-Care/Self Help

2D) The Family and Human Service Core Courses

Students who have been admitted into the Family and Human Service program must successfully complete a required course of study. The FHS core courses provide a balance between primarily content oriented courses designed to provide core knowledge, and field based experiences and opportunities related to core and professional skills. Furthermore, students also have the opportunity to learn more advanced administrative and management skills and professional product development through independent study and senior project activities. See Table 2 in the Appendix for a listing of competencies addressed by the core courses, and Table 3 for a list of competencies addressed in other field based or individualized settings.

The course of study for students in the Family and Human Services major is based on the cohort model. This method of instruction places students in a range of courses to promote positive interactions, learning from each other, and the development of strong and long lasting personal and professional relationships. For the most part, students in the major take all of the junior year and senior year courses together. In other instances, certain students may waive a course or pursue their degree on a part time basis.

FHS 327 Organizational Issues in Human Services—This course examines the policy and organizational issues in government and private agencies serving children, youth and families. Emphasis is placed on the application of theories of organization to the ongoing operations of human service agencies.

Student competencies addressed in FHS 327 include:
Agency Collaboration
Community Outreach and Relations
History of Human Services
Leadership
Public Policy
FHS 328 Family Systems: Research and Theory - This course examines child development across the lifespan within the context of families and society from an ecological perspective. The course also focuses on healthy parenting across the lifespan.

Student competencies addressed in FHS 328 include:
Child and Family Wellness
Diversity and Cultural Awareness
Ecological Model
Interpersonal Skills
Lifespan Development
Observation Skills

FHS 329 Youth Psychopathology in Context - this course reviews childhood issues from a developmental framework. Topics include child abuse and neglect, hyperactivity, and delinquency. Discussions of assessment techniques, intervention strategies, and evaluation procedures are included.

Student competencies addressed in FHS 329 include:
Assessment
Diversity and Cultural Awareness
Ethics and Social Responsibility
Interpersonal Skills
Lifespan Development
Observation
Problem Solving

FHS 330/331 Individual and Group Interventions I and II - these courses examine strategies and interventions that enhance growth and change in individuals and families. Interventions range from specific individual techniques to strategies with small group and family units.

Student competencies addressed in FHS 330/331 include:
Assessment
Community Outreach and Relations
Conflict Resolution
Diversity and Cultural Awareness
Ecological Model
Ethics and Social Responsibility
Group Dynamics
Interpersonal Skills
Interviewing
Intervention Design/Implementation
Lifespan Development
Observation Skills
Personal Boundaries
Problem Solving
Verbal/Written Communication
FHS 406 Junior Field Study-This yearlong sequence of field study activities provides students at the junior level with three separate field study placements. Each field study placement is 90 hours for a total of 270 hours. Supervision is provided by a University of Oregon supervisor and an agency official. All field study placements occur in approved human service and education agency set.

FHS 406 Senior Field Study-This yearlong course of field study activities takes place during the senior year. Students usually return to one of their junior field study sites. Students spend two quarters completing 120 hours per quarter for a total of 240 hours. University of Oregon and agency supervisors provide supervision.

Student competencies that are addressed in FHS 406 junior and senior field study include:
- Assessment
- Agency Collaboration
- Case Management
- Conflict Resolution
- Diversity and Cultural Awareness
- Ethics and Social Responsibility
- Interpersonal Skills
- Intervention Design and Implementation
- Interviewing Skills
- Group Dynamics
- Lifespan Development
- Observation Skills
- Personal Boundaries
- Personal Safety
- Problem Solving
- Professionalism/Work Ethic
- Verbal/Written Communication

FHS 407 Supervision  All students enrolled in field study must attend a weekly supervision group. Supervision provides an opportunity to discuss issues that arise in field study, and integrate learning from other courses. Supervision topics focus on self awareness, professional/career development, and integration and application of ethical principles.

Student competencies that are addressed in FHS 407 include:
- Career Development
- Conflict Resolution
- Diversity and Cultural Awareness
- Ethics and Social Responsibility
- Interpersonal Skills
- Intervention Design and Implementation
- Interpersonal Skills
- Group Dynamics
- Lifespan Development
- Observation Skills
- Personal Boundaries
- Personal Safety
Problem Solving
Professionalism/Work Ethic
Time Management/Organization
Verbal/Written Communication

FHS 420 Research in Human Services-This course introduces students to the use of research and evaluation procedures in human services. The focus of the course is to inform students about the uses of research-based practice. Students work on a group project as partial fulfillment of course objectives.

Student competencies addressed in FHS 420 include:
Grant Writing/Fundraising
Observation Skills
Program Evaluation
Research Methods
Technology
Verbal/Written Communication

FHS 482 Prevention of Youth Violence-This course explores the research literature and state of the practice in the area of prevention of youth violence. Information is provided about best practices and policy innovations at the state and national level. The course utilizes the ecological approach to identification and treatment of youth offenders.

Student Competencies addressed in FHS 482 include:
Assessment
Diversity and Cultural Awareness
Ecological Model
Intervention Design and Implementation
Lifespan Development

FHS 483 Prevention of Interpersonal Violence-This course reviews the research literature, current community interventions, and critical issues in the area of interpersonal violence. Information is provided about best practices and current legal and programmatic challenges in the area of interpersonal violence. A special focus of the course is on the evolution of the prevention perspective in the treatment for both children and families.

Student competencies addressed in FHS 483 include:
Assessment
Child and Family Wellness
Diversity and Cultural Awareness
Ecological Model
Intervention Design/Implementation
Personal Boundaries

FHS 491/492/493 Junior Professional Issues Seminar-This yearlong sequence of courses parallels the student's experiences in junior field study. Each quarter provides a different focus for the course. Common themes of issues and behaviors associated with being a human service "professional in training" are the focus of the sequence.
Student competencies addressed in FHS 491/492/493 include:
Career Development
Diversity and Cultural Awareness
Ethics and Social Responsibility
Interpersonal Skills
Interviewing
Observation
Personal Boundaries
Personal Safety
Problem Solving
Professionalism/Work Ethic
Self-Care/Self Help
Time Management/Organization

FHS 494/495 Senior Professional Issues Seminar—This sequence of courses during the senior year provides students with the skills and knowledge associated with being human services professionals. The specific focus of the senior year is on career development, creation of a professional portfolio, and work on advanced skills.

Student competencies addressed in FHS 494/495 include:
Career Development
Case Management
Agency Collaboration
Event Planning/Organization
Grant Writing/Fund Raising
Leadership
Program Evaluation

FHS 496/497 Senior Project—This sequence of courses includes the preparation of a written proposal for senior project, the completion of an individualized project within an agency, and the formal presentation of the project to peers, faculty, and the public. The senior project is an ideal opportunity for students to develop advanced skills in targeted areas.

Student competencies addressed in FHS 496/497 include:
Agency Collaboration
Community Outreach and Relations
Grant Writing/Fundraising
Intervention Design/Implementation
Technology
Verbal/Written Communication
STEPS TO SELECTING YOUR FALL TERM FIELD STUDY PLACEMENT

✓ Review the summary list of field study sites given to you at orientation

✓ Attend the May 4th agency fair from 3:30-6:00 pm and meet with representatives from the agencies you have identified as potential field study sites. Be sure to visit with a few sites not on your list as well. You might find a connection with an agency you hadn’t considered.

✓ Call/visit your top three agencies to be sure that there is a good fit between your interests and learning goals and what the agency can provide.

✓ Submit your FHS site selection form and field study questionnaire with to Kelly Warren by June 18th.

✓ Submit your completed FBI criminal background check by August 15th to ensure your spot in the FHS program for fall term.
INSTRUCTIONS ON HOW TO OBTAIN A COPY OF YOUR FBI CRIMINAL BACKGROUND CHECK

1. Have your fingerprints taken at the UO Dept. of Public Safety or a local law enforcement agency. If you are in Eugene, your options include DPS and the Lane County Sheriff’s Office.

   Dept. of Public Safety                Lane County Sheriff’s Office  
   1319 E. 15th Ave.                     125 E. 8th Ave., Room 140   
   Mon./Wed. 10-1pm                      Mon.-Fri. 9-5 pm (arrive by 4:30 pm)  
   Tues./Thurs. 1-4 pm                    or by appointment  

   The fee for the fingerprint cards is $12.00-15.00, depending on where you go.

2. You can either send your fingerprints directly to the FBI, or, for expedited service, you can use one of the FBI’s “approved channelers”. We prefer you have your criminal background check processed by the FBI; however, it can take up to 16 weeks for your results to be returned to you so we will accept results from FBI approved channelers as well.

   See the FBI website for fees and additional information on this option:  
   http://www.fbi.gov/about-us/cjis/background-checks/fbi-approved-channelers

   **FBI Option:**
   Send your fingerprint card along with completed “Applicant Information Form” and payment of $18.00 to the FBI:

   FBI CJIS DIVISION – RECORD REQUEST  
   1000 CUSTER HOLLOW RD  
   CLARKSBURG, WV 26306

   The FBI Applicant Information Form can be found here:  
   http://www.fbi.gov/about-us/cjis/background-checks/applicant-information-form

   The $18.00 must be in the form of a certified check or money order payable to the “Treasury of the United States” or you can pay by credit card (http://www.fbi.gov/about-us/cjis/background-checks/credit-card-payment-form). Personal checks, cash and other forms of payment will not be accepted.

3. Turn around time may be up to 16 weeks so please get started early.

   If your background check results are not on file in the FHS office by August 15th, you will be dismissed from the Family and Human Services program.

For more info, call (304) 625-2000  
or visit http://www.fbi.gov/about-us/cjis/background-checks/background_checks
APPLICANT INFORMATION FORM

PRIVACY ACT STATEMENT
The FBI's acquisition, retention, and sharing of information submitted on this form is generally authorized under 28 USC 534 and 28 CFR 16.30-16.34. The purpose for requesting this information from you is to provide the FBI with a minimum of identifying data to permit an accurate and timely search of criminal history identification records. Providing this information (including your Social Security Account Number) is voluntary; however, failure to provide the information may affect the completion of your request. The information reported on this form may be disclosed pursuant to your consent, and may also be disclosed by the FBI without your consent pursuant to the Privacy Act of 1974 and all applicable routine uses. Under the Paperwork Reduction Act, you are not required to complete this form unless it contains a valid OMB control number. The form takes approximately 3 minutes to complete.

Applicant Information* Denotes Required Fields
*Last Name
*First Name
Middle Name 1
Middle Name 2

*Date of Birth
Last Four Digits of Social Security Number

Applicant Home Address
*Address
*City *State
*Postal (Zip) Code
*Country

Phone Number
E-Mail

U.S. Citizen or Legal Permanent Resident Yes No
Country of Citizenship: Country of Residence:

Mail Results to Address
C/O ATTN
Address
City State
Postal (Zip) Code Country
Phone Number (if different from above)

Payment Enclosed (please check appropriate box)
☐ CASHIER’S CHECK ☐ MONEY ORDER ☐ CREDIT CARD FORM

Number of Copies X $18 per Copy = Total Payment of $ Enclosed

Reason for Request

*APPLICANT SIGNATURE DATE

You may request a copy of your own identification record to review it or obtain a change, correction, or an update to the record.
List of FBI-Approved Channelers

3M Cogent Systems
www.cogentsystems.com
(614) 718-9691

Accurate Biometrics
www.accuratebiometrics.com
(773) 685-5699

Acxiom Information Security Services, Inc. (coming soon)
www.acxiom.com
(800) 853-3228, option #1, extension 57148
or (216) 685-7148

Daon Trusted Identity Services, Inc. (coming soon)
www.DaonTis.com
(703) 824-0500

Eid Passport, Inc.
www.eidpassport.com
(855) 531-5827

Fieldprint, Inc.
www.fieldprint.com/FBI
(877) 614-4364

Integrated Biometric Technology
www.L1id.com
(877) 783-4187

Inquiries, Inc.
www.inquiriesinc.com
(866) 987-3767

National Background Check, Inc.
www.nationalbackgroundcheck.com
(877) 932-2435

National Credit Reporting
www.myFBlreport.com
(800) 441-1661
Field Study Information

INTRODUCTION OVERVIEW
The field study experiences in the Family and Human Services undergraduate program 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 human services. Field study will provide students with opportunities to apply the foundational knowledge and skills gained in the courses of the Family and Human Services program to the activities engaged in by local sites and schools involved with families, adults, youth and children. Students will meet competencies derived from this body of foundational knowledge and skills identified as important for a student emphasizing human services (see the Competency section of this handbook for more information). 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.

OVERVIEW OF SITES
Sites chosen 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 90 hours per term during the weeks that university classes are in session, including finals week. The total number of hours completed by the end of junior year is 270 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

Juniors will choose three different sites over the three terms in order 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. Field Study is a P/NP course. Requirements are outlined in the Junior Field Study syllabi, FHS 406.

SENIOR YEAR
Seniors in FHS choose one of the sites they worked in as a junior for an in-depth supervised field experience. The total number of hours completed in the senior year is 240 hours. 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 syllabi, FHS 406.

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 beyond school. 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:
• Web page design
• Curriculum development
• Manual/handbook
• Public relations
• Support groups
• Program evaluation

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. Students register for the Senior Project 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 are located in the FHS office.

Once the proposal has been approved, each student must complete a total of 60 hours for the senior project. Students begin tracking these hours during the second term of senior field study. These project hours are in addition to the 240 required hours for field study. Students will track their hours using the Senior Project Time Sheet located in the FHS office. 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 in order to promote the educational growth of our students. Students involved with field study or senior projects are required to arrive on time and participate in weekly supervision groups with a university supervisor. During the junior
and senior pre-service trainings, students choose the university supervisor whose background and experiences best match the students' own. Students are also assigned to a supervisor at the site in which they are completing their field study hours.

SITE SELECTION
After admission to the program, juniors will attend the New Student Orientation held in April. At the orientation, students will receive the FHS Student Handbook that contains information on advising, policies, senior projects and competencies. Students are asked to read through the field study section of the handbook and investigate web resources to select their top three internships. Later in the month, representatives from the approved list of agencies/schools and students attend the FHS Field Study Fair to answer questions and provide information to the juniors about the different internship opportunities at the field study site.

Students are then asked to make contact with the site to secure their internship for fall term. Students will need to meet with the site contact person in order to complete the Field Placement Confirmation Form. Students are to turn in the forms to the Field Study Coordinator by August 15th, 2012. The Field Study Coordinator reserves the right to approve or deny any field study site request.

WORK PLAN
Once the field study sites are assigned, 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 out 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.

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.

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 on-site 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.

MIDTERM AND FINAL EVALUATION
In addition to on-site supervision and communication with the student, at least 2 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 6th week of classes for juniors and at approximately 120 hours for seniors. The final evaluation is due by the end of the 10th week of classes for juniors and at approximately 240 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.

STUDENTS
Family and Human Services students will work in three community sites for a total of 270 hours junior year (90 hours per term for three terms) and a total of 240 hours senior year.
STUDENT RESPONSIBILITIES

1. Read the FHS Student Handbook and retain the handbook for future reference.

2. Attend an initial meeting with the site placement coordinator in order 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. Forms are located in the FHS office.

4. Provide forms to on-site 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 with children/youth/families or other site staff for the hour’s required of the junior/senior student. Students may count work plan, midterm evaluation, and final evaluation meetings with university supervisor and site supervisor as well as any orientations or trainings toward their field study hour requirement. Students may not count weekly small group meetings with their university supervisors toward their field study hours. Students receive credit for the small group meetings in their Professional Issues Seminars.

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 initiated log of hours completed, the work plan form, midterm and final evaluations, etc. 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 Plan of Assistance meetings, if program coordinator, field study coordinator and/or university supervisor deem it necessary.

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 FHS program meetings when scheduled.

9. Attend and participate in Field Placement Fair and Site Supervisor Training 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.
6. Attend FHS program meetings when scheduled.

**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 the FHS field study coordinator in matching students to appropriate field study placements and providing on-site support and training throughout the students' field study experience.

**University Supervisor Responsibilities**
1. Assist the FHS field study coordinator in matching field study students with appropriate site placements. Check to be sure student has a weekly schedule set up in order to meet the hour requirement for the term.
2. Supervise, evaluate and support junior and senior level undergraduate students in field settings.
3. Serve as a liaison to site placement coordinator and site supervisor at the community site. Introduce oneself 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.
7. Attend and conduct at least three meetings with the student and site supervisor each term (work plan, midterm evaluation, and final evaluation).
9. Act as mentor and advisor to student.
10. 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 FHS field study coordinator.

11. Facilitate weekly supervision groups for juniors and seniors.

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, recommend a grade of Pass or No Pass to the FHS field study coordinator, who will assign the grades.

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

7. Initiate Plan of Assistance meetings if program coordinator, field study coordinator or university supervisor deems it necessary.

STUDENT INSURANCE COVERAGE

academic policies and procedures POLICY A2

It is essential for students to understand that they are responsible for providing their own insurance coverage while working in a practicum or field placement assigned by their program. Specifically, 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. 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.

This electronic document supersedes all previous versions and is subject to change.
FIELD STUDY POLICIES

ADDITIONAL FIELD STUDY CREDIT
Students may petition for additional field study (practicum) credit through the Family and Human Services major. These credits are in addition to the field study requirements of the program. Students who choose this option may need credits toward graduation or desire additional experiences above and beyond those required in the program. Students must fill out the Additional Field Study Credit form from the FHS office and turn it in to the field study coordinator.

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.

DRIVING AT FIELD SITE
Students are permitted to drive agency vehicles only under the following circumstances:
- Students must have obtained pre-approval from both the field study coordinator and site supervisor
- 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 be performing duties in the course of senior field study only
- Students are not permitted to transport clients in personal vehicles

DRIVING TIME
Driving time is typically not included in the students’ field study hour requirement. The only exceptions are agencies in Cottage Grove, SCAR/Jasper Mountain in Jasper and SAFE Center in Marcola. Students may include driving time for one-way only.

FIELD STUDY HOURS
In addition to hours worked in the field study site, field study hours 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 off site

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

FIELD STUDY SELECTION
Juniors in the FHS program will complete the Field Study Request form by the end of week 8 in order to make their field study selection for the following term. Students are responsible for contacting sites earlier in the term to determine if the site’s features support the students’ career goals, completion of competency portfolio and schedule. The field study coordinator reserves the right to make the final determination of sites.

Seniors in FHS will begin negotiating their senior site spring term of their junior year. Seniors will complete a Senior Field Site Confirmation form with the appropriate signatures and turn in
the completed form to the field study coordinator by the end of spring term. The field study coordinator reserves the right to make the final determination of sites.

FIELD STUDY SITES OUTSIDE LANE COUNTY
Students who wish to complete their field study requirements in sites outside of Lane County may submit a petition to the FHS faculty by completing the Sites Outside Lane County petition form located in the FHS office. Students turn in their petition to the field study coordinator.

FINALS WEEK
Students are expected to work in their sites during finals week. Students will negotiate their hours during the work plan meeting as final exams may be scheduled during the students' typical work schedule.

GROUP SUPERVISION
Students involved in any field study and/or completing their senior projects will be assigned to a university supervisor for group supervision. 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.

INCOMPLETE FOR FIELD STUDY CREDIT
Review field study syllabi for information regarding incompletes.

INTERNATIONAL FIELD STUDY SITES
See Field Study Sites Outside of Lane County policy. Students interested in international field study sites should contact the IE3 program at the University of Oregon.

LENGTH OF FIELD STUDY
Juniors are required to participate with 3 sites junior year in order to get a full breadth of experiences. The only exceptions are sites that require a two-term commitment. One caution is that juniors choosing only two sites their junior year are limiting their choices for their senior experience. Juniors will not be allowed to participate in only one site junior year. Seniors will choose one site from their junior year and commit two to three terms at that site for a total of 240 hours.

NEW FIELD STUDY SITES
In some cases, students may wish to work at a site that is not currently affiliated with the FHS program. Students who wish to pursue those sites must petition the FHS faculty 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

Students turn in the petition to the field study coordinator. The FHS faculty reserves the right to determine if the site is a good match for the program.
MULTIPLE SITES
Students may work in only one site a term in order to receive FHS field study credit unless otherwise approved by the field study coordinator. Any additional hours may be volunteer hours, or students may petition for additional credit by filling out the Additional Field Study Credit form located in the FHS office.

ON-CALL FIELD STUDY
Students who have the option of “on-call” field study may count the time when “actively engaged” in work. Any student who may be involved in “on-call” field study will need to document this option on the work plan.

ORIENTATION/FIELD PLACEMENT FAIR
During April/May after admission to the FHS program, students are required to attend the FHS New Student Orientation and Field Study Fair. Students with excused absences must attend the make-up or risk losing admission to the program.

PAID FIELD STUDY
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.

PETITIONS
Students may petition the following:
- Additional field study credit
- Field study sites outside Lane County (including other states or international locations)
- New field study sites
- University supervisor transfer request

Students who wish to petition the above must complete the necessary paperwork and turn it in to the field study coordinator who will share it at the FHS Work Group meeting with the FHS faculty and staff. Responses from FHS faculty to petitions may take up to 3 – 4 weeks.

PRESERVICE
Students must attend the preservice training scheduled prior to the first week of classes junior year and senior year in order to participate with any field study activities. If students have an excused absence, they will need to make up the preservice by completing assignments related to the topics missed. If students miss the teambuilding/cohort activities, students will be asked to complete an additional activity/assignment. See the program director or field study coordinator for more information. Preservice hours 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.

SOLO FIELD STUDY ACTIVITIES
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 off site. This
includes but is not limited to: home visits, transport of clients in student’s personal or agency vehicle, being alone with clients and not within easy reach of a site supervisor. Exceptions to this policy must be pre-approved by both the field study coordinator and the site supervisor.

SUMMER FIELD STUDY
Existing students may take summer field study if the following are met:

- Students must register for the credits
- Students must have a university supervisor assigned to them
- Students may sign up for variable credit for a maximum of 5 credits. Seniors may not complete all 8 credits in summer term.
- Field study coordinator approves field placement
- Students will receive credit for only those weeks in which they are registered and have a university supervisor. Hours completed outside of this contract will be considered volunteerism.

TWENTY-FOUR 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 the work plan.

UNIVERSITY SUPERVISION TRANSFER REQUEST
Students who wish to change university supervisors will need to submit a written request to the field study coordinator stating a reason for the transfer. FHS faculty reserves the right to approve or deny the request.
College of Education
FAMILY AND HUMAN SERVICES PROGRAM

Senior Project

2012–2014
What Do I REALLY Need to Know About Senior Projects?

Your senior project is the hallmark of your senior year field study experience. What does that mean?

It is a chance to show your brilliance and creativity in developing a unique project in collaboration with your agency supervisor and staff, and university supervisor.

It is a chance to build your professional competencies and demonstrate your professional skills.

It is a great opportunity to exercise more responsibility in your field site experience.

Examples of senior project activities include:

- Developing and implementing program curriculum and intervention
- Writing grant proposals and fundraising activities
- Facilitating interagency collaboration
- Enhancing case management
- Community outreach activities
- Program evaluation
- Agency management and administration
- Event planning
- Enhancing existing site materials

**Timeline**

During fall term of your senior year, you will begin to develop your ideas with your supervisor and write your senior project proposal.

Once your proposal is approved, you can start counting your hours towards your senior project.

The hour requirement for senior projects is 60 hours, however, many students put many more hours into their projects. If this happens to you, do not worry, extra hours will count towards your 240 senior field study hours.

**Senior Project Presentations**

One of the most exciting aspects of your senior project is the opportunity to present your work to your colleagues, professors and university staff, families, and agency staff.

You present your senior project the term that you will graduate.

It is a great opportunity to develop professional presentation skills and gain valuable practice.

**Lastly...**

Your senior project is a great professional experience through which you will learn more than you can imagine!
The Senior Project is the capstone experience for students in the Family and Human Services major. These projects serve as the final product students develop as they move into their professional careers. Topics for senior projects must be negotiated and approved by both University faculty and agency personnel. Projects must result in a written product that can be used within the sponsoring agency. Possible senior project topics include: (1) intervention programs, (2) policy or procedures manuals, (3) public relations materials (e.g. videos, brochures, etc.), (4) program evaluation projects, (5) curriculum materials, (6) interagency collaboration projects, and (7) grant writing. Some student projects include multiple topics or coordinate across several agencies.

The entire Senior Project Proposal (narrative and attachments) should be between 8 and 10 pages double spaced. Once the Senior Project Proposal has been approved by the agency and FHS faculty, students may begin recording senior project hours.

Required Components for Senior Project Proposal:

1. Cover Page (1 page) Include the following information:
   (a) Your name
   (b) Agency name
   (c) Title of the project
   (d) Family and Human Services Program
   College of Education, University of Oregon
   (e) Date submitted

2. Introduction and overview (1/2 page) Briefly describe the mission of your agency and the services it provides. Provide a one to two sentence description of the senior project your are proposing.

3. Rationale/need for this project. (2 pages) Why is this project important? What need does it meet within your agency? What is the evidence that supports the project? Include at least five citations supporting the need for this project. (You must use at least three published research articles or appropriate books in addition to written materials or other information from your agency or to support the need for the project.)

4. Project description (2 pages) What specifically do you plan to develop? Who is the target population for the project? What are the benefits of the project? How will this project be used in the future within the agency?
Building Leadership through Collaborative Senior Projects

By Lauren Lindstrom and Cindy Ingram
University of Oregon

Senior projects provide a unique opportunity for human services professionals in training to develop and practice leadership skills. Working in collaboration with a community agency, all students in the Family and Human Services (FHS) Program at the University of Oregon design and implement an individualized senior project. These projects allow students to focus on a specialized body of knowledge while at the same time building administrative and management skills such as grant writing, program design and implementation, program evaluation, interagency collaboration, and public speaking.

Although specific senior project topics are negotiated individually, all projects meet a set of standard criteria. First, senior projects must be designed to meet a need within a local human services agency. For example, an agency may have an ongoing need for volunteer training and propose that a student develop a volunteer training manual as a senior project. Second, the projects need to provide a challenging learning experience to the student, offering opportunities for FHS students to grow and build skills. Third, all senior projects are documented through a final written product that students present to their agencies. Finally, all students complete a minimum of 60 senior project hours, in addition to the required 240 senior internship hours.

Developing and implementing a senior project is typically a six to nine month process. Each step is described briefly below:

1. Select a senior field site and negotiate senior project topic.

   All FHS students are encouraged to choose three different field placements during their junior year and then return one of them for more intensive training during their senior year. Once students have selected their senior field site, they begin the process of negotiating possible senior projects. Through these initial conversations, students balance the needs of the field placement agency with their own professional development goals in order to select an appropriate senior project topic. Past senior project topics have included: (1) intervention programs, (2) policy or procedures manuals, (3) public relations materials (e.g., videos, brochures, etc.), (4) program evaluation projects, (5) curriculum materials, (6) interagency collaboration projects; and (7) grant writing.

2. Design a senior project proposal.

   Next, students work in conjunction with agency supervisors and university faculty members to develop a formal written senior project proposal. These proposals follow a standard format, which allows students to learn and practice grant writing skills. Each proposal includes:
   • Cover Page
   • Rationale/Need for the Project (includes references from relevant literature)
   • Project Description
   • Steps and Timelines for Completion
   • Budget
   • References

   After the formal written project proposals are approved by FHS faculty and agency staff, students begin developing their projects.

3. Develop the senior project in conjunction with community agencies.

   This is the most exciting and sometimes challenging component of the senior project process. Each project is unique, so each student has to work through the complex process of turning the proposals into reality within an agency setting. Upon completion of the project development phase, students often describe how they've learned valuable skills such as perseverance, flexibility, and ability to work with a variety of professionals to accomplish a goal.

4. Create the final written product.

   Each student is asked to document their senior project in a formal written product. For example, a recent student that designed an intervention group for at-risk girls created a manual that included her recruitment materials, lesson plans, and an evaluation of the group process. All written products are presented to the host agency with copies housed in the “senior project library” at the FHS program office.

5. Present the project to faculty, agency staff and students.

   The final step in the senior project process is for each student to make a public presentation of their senior project. Once each term, all FHS students, faculty members, and agency staff gather for the senior project presentations. This is an opportunity for students to share their final written products, describe their learning process, and celebrate their accomplishments.

   To provide a more in-depth example, we asked one of our June 2004 graduates to describe her experience developing and implementing a senior project. Read Cindy’s story on the following page.

Senior projects provide several unique benefits to human services students in training. By allowing flexibility to negotiate individualized topics, each student can pursue a unique area of interest or specialization. Yet at the same time the consistent structure for proposals, written projects, and oral presentations insures that students learn specific competencies and leadership skills. Through this process FHS students are offered a challenging learning opportunity while at the same time making a significant contribution within their agencies.
College of Education
FAMILY AND HUMAN SERVICES PROGRAM

FHS Resources

2012–2014

UNIVERSITY OF OREGON
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*•* all field study issues, study abroad issues, general program issues
<table>
<thead>
<tr>
<th></th>
<th>Etc. Abuse</th>
<th>Child Abuse</th>
<th>Human Services</th>
<th>National Organization for Family and Human Services</th>
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</thead>
<tbody>
<tr>
<td>Link to the PHS Program website</td>
<td>Link to updated documents on abuse and neglect reporting</td>
<td>Link to updated documents on abuse and neglect reporting</td>
<td>Link to scholarships, ed Vis, conferences, forms, contacts, site lists</td>
<td>Link to the PHS Program website with resources</td>
</tr>
</tbody>
</table>

### PH Resources

<table>
<thead>
<tr>
<th>Association</th>
<th>Veterans and Family Student</th>
<th>LGBT Education and Support</th>
<th>Center for Multicultural</th>
<th>University Health Center</th>
<th>Office of the Dean of Students</th>
<th>Non-Traditional Student Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Website</td>
<td>Ehr Memorial Union Suite 2</td>
<td>164 Oregon Hall</td>
<td>164 Oregon Hall</td>
<td>164 Oregon Hall</td>
<td>164 Oregon Hall</td>
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<tr>
<td>Phone</td>
<td>346-4303</td>
<td>346-3216</td>
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<td>346-1123</td>
</tr>
<tr>
<td>Phone</td>
<td>346-1083, 346-1153, 346-3327</td>
<td>346-3227</td>
<td>89 PCE</td>
<td>210 University Health and Counseling Center</td>
<td>Teaching and Learning Center</td>
<td></td>
</tr>
</tbody>
</table>
Welcome to the Family and Human Services Program. If you are like many other anxious juniors coming into the program, you don’t know what to expect with regard to classes and internships. If this is the case for you, here are a few thoughts from your senior cohort to help your anxiety while working your way through this wonderful and insightful experience.

Visit the sites you are interested in and/or doing research on them to make sure it is a good fit and an atmosphere you would like to work in for ten weeks.

As an AAOT transfer student, I had no knowledge of some of the acronyms you used. I asked someone at orientation what LGBTQ meant! Also, I wished we had a short workshop on basic APA style, even on a weekend or during the summer. I know the tutoring center put on an APA workshop this fall, but it was way too advanced for incoming juniors.

Talk to your university supervisor about time management.

Be aware of ethics at all times.

Talk to various people in the cohort or seek out staff guidance with problems.

Utilize professors and their office hours.

Express your feelings and boundaries.

Respect others and their opinions.

Ask for in “intern handbook” at your site.

Ask for honest feedback and constructive criticism from faculty and supervisors.

Keep discussions relevant- ask yourself if what you are saying matters to the conversation.

Be on time because it is a sign of professionalism and respect.

Read your handbook.

Practice good self care. If you are overwhelmed, let your faculty or supervisor know.

Use respect throughout the program by listening and welcoming differences.

Be present. Turn off your cell phone/other devices.

Practice active, not passive conversation.

Stay positive and understand that bad experiences are a part of social service work. It will not always be easy to get along with every person in the field.

Do not let issues build up, address them as they occur.

Welcome feedback open-heartedly.
When you have questions, be sure to ask your supervisor.

Is a minor possible with the FHS major? YES!!! (very possible)

One thing that I was caught off guard with was the use of APA. I think it would be helpful to mention that you need to know it and if possible do research or take a course prior to starting FHS courses.

Make sure to get sites set up early so that you can start your hours the first week of the term and not be pressured to make-up extra hours at the end of the term.

How much commitment and time is required for this degree? I would say that to be an FHSer you should plan on a lot of your time and energy going into this degree. Without even realizing it most of my life is surrounded by what I am learning. This degree is not only about the classes and assignments. Doing internships and other extracurricular activities are not required but very beneficial for your future success and students should be prepared to offer their time in many out of school activities.

We focus on our attending behaviors and try to give respect to our supervisor and fellow cohort members. We practice professionalism within our supervision relationships. One of the supervision groups encouraged camaraderie by having a pot-luck, another group had a party.

Do not be afraid to speak up if you feel that something is not right at your field site.

Be sure to take advantage of your university supervision group. Share your experiences and listen to the experiences of others in your group. Talk out site issues with your supervision group. Others may have ideas on how to deal with issues that you have not thought of.