Dear FHS Community Partner,

Thank you for participating in the Family and Human Services (FHS) program! Welcome to your role as a site supervisor.

FHS GTF’s and senior faculty wrote the manual you have in your hands. Your input is welcome and necessary to keep this manual useful and up to date for you and future supervisors.

The FHS program is housed in the Counseling Psychology and Human Services Area of the College of Education at the University of Oregon. For a broad overview of the FHS undergraduate major, read our *Self-Study Report* prepared for the Council for Standards in Human Services Education. Copies of this report can be checked out from the FHS secretary.

This training manual focuses on your supervisory role as *site supervisor* for FHS undergraduates.

We are delighted to have you here and look forward to working together this year. Again, welcome!

*Family and Human Services Senior Faculty*
What Does a Supervisor Do?

Site Supervisors
University Supervisors

SITE SUPERVISORS

Site supervisors provide supervision to FHS undergraduates in their work at the family and human service agencies. This supervision is the on-site component of the students’ experiential learning. The students receive university-based supervision as well.

The purpose of the site supervisor is to instruct, mentor, and evaluate students as they gain experience in human services. The site supervisors are the experts on their own agencies and students will turn to them for guidance, help with agency policies and procedures, and questions about the supervisor’s own areas of expertise. Students enter their field sites with some knowledge, but learn many of the day-to-day and hands-on skills that they need through work at their agency. The role of a site supervisor includes the following:

- Establishing a supportive professional relationship
- Providing feedback and guidance to students
- Modeling and drawing attention to appropriate professional and interpersonal behaviors
- Imparting information about the agency and its rules and philosophy
- Providing instruction to students in their field activities
- Meeting with students and university supervisors to establish a work plan and to provide midterm and final evaluations
- Establishing a relationship with the students’ university supervisor to communicate areas of strengths and weaknesses
- Monitoring students’ program competency completion
- Assisting in developing a work plan/agreement with the student and university supervisor and establishing a weekly schedule for the student that meets the student’s field study requirement.
- Providing 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.
- Communicating with the student’s university supervisor on a regular basis, especially if there are concerns.
- Completing midterm and final written evaluations of student performance prior to conference.
- Verifying student’s time sheet with a signature.
- Attending and participating with FHS program meetings when scheduled
- Attending and participating with Field Placement Fair and Site Supervisor Training when scheduled.
UNIVERSITY SUPERVISORS

University supervisors function as the liaison between the students, the community sites, and the FHS faculty and administration. They are typically students in the Counseling Psychology Doctoral program. University Supervisors provide one hour of face-to-face supervision every week of the academic term to small groups of FHS undergraduates. This supervision is the university-based component of the students’ experiential learning. The students’ field study sites provide on-site supervision as well.

The purpose of the weekly group supervision meetings is to create an environment for supporting professional development. This includes fostering a sense of intimacy, community, and cohesiveness, and developing small group norms. These meetings are an opportunity for the supervisor to observe and evaluate professional competencies while engaged in other interpersonal activities, such as:

- Establishing a supportive professional relationship
- Debriefing events that occur at students’ field sites
- Providing feedback and guidance to students
- Modeling and drawing attention to appropriate professional and interpersonal behaviors in the here-and-now
- Encouraging support and guidance from other group members
- Disseminating information about the program, career development, and university and/or community events
- Attending to group processes, including the stages of group development and preparation for termination
- Encouraging self-evaluation, reflection, and the development of professional self-awareness
- Facilitating informal and formal student presentations about their sites so that other students can become familiar with community resources and potential field study sites.

Other responsibilities of the university supervisor include:

- Documenting or signing off on documents related to each student’s progress
- Developing work plans that reflect the student’s learning needs with the student and site
- Maintaining each student’s file
- Making site visits and attending meetings with the student and site supervisor(s) to evaluate and discuss the student’s progress
- Providing a scheduled weekly office hour
- Acting as a mentor and advisor in group and one-on-one settings
- Bringing student issues to group supervision and/or to the senior faculty’s attention
- Functioning as a liaison between the student, site supervisor, and FHS faculty and administration
- Being available to site staff to resolve any concerns with field study activities or a student’s difficulty meeting competencies
- Evaluating the effectiveness of site placements on a quarterly basis
• Initiating Plan of Assistance meetings if the program coordinator, field study coordinator or university supervisor deems it necessary
• Assisting seniors in senior project proposal and development as well as attending senior project presentations

Supervising Students

JUNIOR FIELD PLACEMENT
FHS juniors 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 required by the end of junior year is at least 270. 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, and/or adults
• Participating with group discussion sessions
• Participating in planning meetings with youth and families
• Attending staff meetings or training sessions for staff and clients
• Developing written materials on-site

Juniors receive site supervision as well as the on-campus supervision provided by Graduate Teaching Fellows (GTF’s). Juniors choose three different sites over the three terms in order to experience a range of sites. However, some sites require a two-term commitment. Students who choose those sites will have only two experiences during junior year, which limits their choices for their senior year placement.

SENIOR FIELD PLACEMENT
Seniors in FHS choose one of the sites where they trained as a junior for an in-depth supervised field experience. The total number of fieldwork hours to be completed in the senior year is 240. This experience is designed to give seniors an opportunity to:

• Practice and refine the skills they developed during the junior field experience
• 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 advanced skill building and professional transition. A key component of the senior field study is the completion of a senior project designed in conjunction with both agency and university personnel. Seniors receive on-site as well as on-campus supervision.

SENIOR PROJECT
The senior project is the capstone experience for students in the FHS undergraduate major. The project serves 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 a specific need in the community. Examples of senior projects include, but are not limited to:

- Web page design
- Music curricula
- Policies and procedures manuals
- Client handbooks
- Support group development and implementation
- Program evaluation

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. In some cases the product itself will be the senior project (such as a training manual), while in others, the product will consist of documentation of the project. Students provide additional documentation of the senior project and its progress.

Each senior must complete at least 60 hours of work on the senior project. *These project hours are in addition to the 240 required hours for field study.*

**WORK PLANS**

Meetings to develop the work plan occur as soon as a student begins his/her field study site placement. 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. It is the student’s responsibility to schedule a meeting with the university supervisor and site supervisor to develop the work plan together. The student must turn in the original work plan forms to the university supervisor, and site supervisors may be provided a copy (upon request) to ensure that the student is meeting the required competencies and responsibilities laid out in the agreement.

**The purposes** of the work plan meetings are:
- To lay the groundwork for the entire field study experience
- To write a work plan that defines the roles the student will play on site and the on-site training and supervision the student will receive
- To clarify and develop the student’s expectations for the quarter, as consistent with FHS competency requirements
- To clarify and develop the site supervisor’s expectations for the quarter, as consistent with FHS competency requirements
- To determine dates/times that the student will be on site
- To determine dates/times that the student will be on site during finals week
- To ensure that the student will have enough appropriate responsibilities and training to fulfill credit hours for the quarter (*1 field credit = 30 hours*)

**Before the work plan meeting** it is often helpful for site supervisors:
- To think about what activities would be useful to the agency
- To think about what experiences you consider important for students to have in your agency
To provide the student with times that you are available to meet during the quarter (the student will ask for this)

To have students to think ahead about what activities and learning they would like to work on during the quarter

Some site supervisors prefer to transcribe the work plan because they are more familiar with the competencies and can quickly summarize the main conversation points. Some site supervisors prefer that the student complete the work plan because this process helps the student understand how the field site responsibilities will help to meet the required competencies. Again, this part of the meeting plan may vary based on the participants’ styles.

MIDTERM AND FINAL EVALUATIONS

A formal evaluation of the student’s progress at his/her field study placement will be conducted twice a quarter in the form of a midterm evaluation and a final evaluation meeting. 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. It is the student’s responsibility to schedule a meeting time including the university supervisor and the site supervisor. The student will turn in original evaluation forms to their university supervisors, and site supervisors may have a copy upon request.

The midterm evaluation meetings are three-way conferences that give the student and site supervisor an opportunity to provide feedback to each other about their experiences over the course of the placement. The role of the university supervisor during these meetings is to facilitate a discussion between the student and site supervisor and to provide the student feedback regarding his/her progress in the FHS program in general and to evaluate whether the student is meeting program competencies. Final evaluation meetings take place between the student and site supervisor only.

Before the evaluation meetings:

- The student will arrange an evaluation meeting time. Some supervisors have found it helpful to schedule an evaluation meeting time at the end of the work plan meeting at the beginning of the quarter or plan a final evaluation meeting time during the midterm evaluation meeting.
- Site supervisors will be provided with a copy of a midterm or final evaluation form to complete (or partially complete, if the site supervisor has questions) prior to the meeting.
- The university supervisor will also complete a written evaluation form prior to the meeting.
- The student will complete a self-evaluation prior to the meeting.

The midterm and final evaluation meetings may vary based on your supervisory style. These guidelines may be helpful in structuring the evaluation meetings:

- Many supervisors structure the meeting by discussing the written evaluation with the student and the university supervisor.
- The university supervisor may also discuss his or her evaluation of the student.
The student should discuss his or her self-evaluation, which will include his or her progress toward stated goals in the work plan and feedback about his or her experience at the site.

At a midterm evaluation meeting it is helpful to review the work plan, assess whether the student is fulfilling the original work plan responsibilities, and how to help the student achieve remaining competency requirements.

At a final evaluation meeting it is also helpful to review the work plan and assess whether a student has fulfilled the original work plan responsibilities. The final evaluation meeting is differentiated from the midterm evaluation meeting in that the student provides the site supervisor final comments and feedback regarding his/her overall experience at the field site.

If you have questions about the format or purpose of these meetings, or if you want specific feedback from the student or the university supervisor, just ask! We want the meetings to be useful and informative for all.

**SUMMARY TIME TABLE FOR SUPERVISORS**

<table>
<thead>
<tr>
<th>Quarterly/Yearly Tasks</th>
<th>Juniors</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Plans</td>
<td>Due end of Week 2</td>
<td>Due end of Week 3 (beginning Fall quarter)</td>
</tr>
<tr>
<td>Midterm Evaluations</td>
<td>Due end of Week 6</td>
<td>At 120 hours</td>
</tr>
<tr>
<td>Begin looking for new field site (Juniors only)</td>
<td>By week 6 (or ASAP)</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Final Evaluations</td>
<td>Due end of Week 10</td>
<td>At 240 hours</td>
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</tbody>
</table>