



**College of Education**  
**FAMILY AND HUMAN SERVICES PROGRAM**

# **Student Handbook**

**Student Cohort/Academic Year 2021-22**



UNIVERSITY OF  
OREGON

College of Education

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Dear FHS Student:

Welcome to the **Family and Human Services (FHS)** program! This handbook is your guide to successfully navigating the FHS major, including its requirements, policies and procedures. ***Any time you have a question, you should turn to this handbook for the answer first.*** The information in this handbook is, however, subject to change; therefore, be sure to ***read your email every day***, as any changes will first be announced via email. It is also an expectation that you will ***respond to email from FHS faculty or staff within 72 hours***, as your prompt response helps us to best support you.

There is a vast array of careers within the Human Services. According to the Bureau of Labor Statistics<sup>1</sup>, “community and social service occupations include social workers, counselors, and religious workers. **Employment of community and social service occupations is projected to grow 14 percent from 2016 to 2026, faster than the average for all occupations**, adding about 371,900 jobs. Most projected new jobs in this occupational group are in counselor and social worker occupations, as their services will continue to be needed in areas such as drug abuse counseling and rehabilitation counseling, and also for school and career counseling.” Thus, the skills and foundation of knowledge of prevention and intervention that you acquire through your time in FHS will be in high demand!

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

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

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

Sincerely,

The Counseling Psychology and Human Services Faculty

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<sup>1</sup> Bureau of Labor Statistics (2018). <https://www.bls.gov/ooh/community-and-social-service/home.htm>

## Who's Who in FHS

The **Family and Human Services (FHS)** program is one of four programs within...  
the **Department of Counseling Psychology and Human Services (CPHS)**, which is in turn one of many departments, along with research and outreach units, nested within...  
the **College of Education (COE)**, which is only one of many colleges at the **University of Oregon**.  
Thus, FHS is governed by the leadership at the *program, department, college* and *university* levels. As the leadership at the various levels of the COE and faculty and staff within FHS are the most relevant to your role as an FHS student, these individuals are depicted below.

### ***College, Department, and Program Leadership***

Prof. Randy Kamphaus  
COE Dean



Prof. Elizabeth Stormshak  
CPHS Department Head



### ***CPHS Faculty (in alphabetical order)***



#### *Left-to-right:*

Sen. Lect. I **Tiffany Brown**  
Assist. Prof. **Elizabeth Budd**  
Assoc. Prof. **Jessica Cronce**



Assoc. Prof. **Wendy Hadley**  
Assist. Prof. **Nichole Kelly**  
Assoc. Prof. **Atika Khurana**



Assist. Prof. **Jean Kjellstrand**  
Prof. **Leslie Leve**  
Prof. **Benedict McWhirter**



*Left-to-right:*

Prof. **Ellen McWhirter**

Assist. Prof. **Bertranna Muruthi**

Assist. Prof. **James Muruthi**



Prof. **Elizabeth Stormshak**

Assoc. Prof. **Emily Tanner-Smith**

Assoc. Prof. **Jeffrey Todahl**

Sen. Lect. I **Karrie Walters**

***FHS Program Staff (in alphabetical order by role)***



*Left-to-right:*

(Acad. Prog. Coordinator) **Carmen Cybula**

(Acad. Outreach Specialist) **Samantha Bullis**



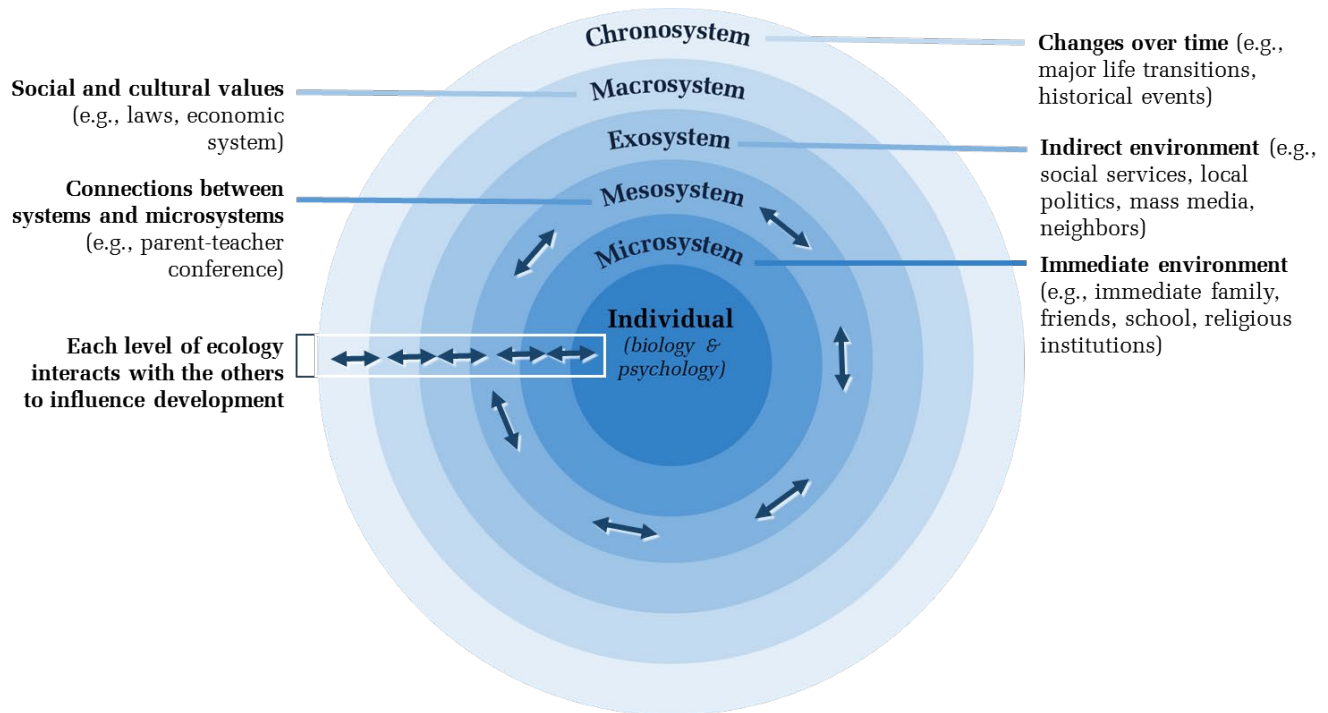
**College of Education  
FAMILY AND HUMAN SERVICES PROGRAM**

**The FHS Major:  
Prevention Science (PS) &  
Direct Service Intensive  
(DSI) Emphases**



## Emphasis Areas in FHS

Your education in FHS will prepare you for the vast array of careers focused on promoting and maintaining the health and well-being of communities, families, and individuals through prevention and intervention across the various levels of a person's ecology (see Bronfenbrenner's Ecological Model depicted below).



All FHS students take a core set of foundational courses spanning the continuum of prevention and intervention. However, students complete their training through additional courses that emphasize either *prevention science* or *direct service* (see the figure below).

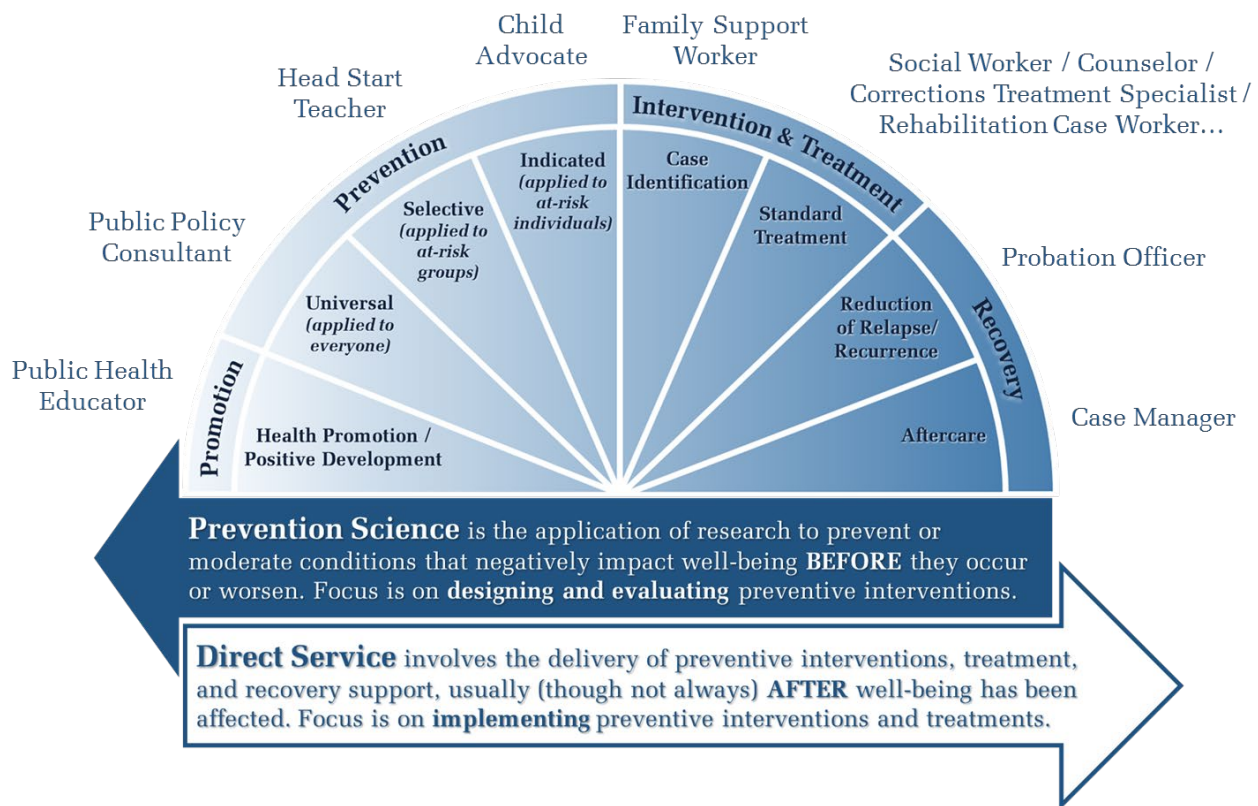
**\*\*By default, all FHS students are admitted into the Prevention Science (PS) emphasis and must declare to the Direct Service Intensive (DSI) emphasis if they choose that option.** Instructions for how to declare the DSI emphasis are provided in this Handbook.

## Comparing the Prevention Science (PS) and Direct Service Intensive (DSI) Emphases

The **PS emphasis** provides additional training necessary to prepare students for ***graduate studies and careers that will involve prevention-focused program development and evaluation***. Students in the PS emphasis will complete a capstone research experience under the supervision of a UO faculty member.

By comparison, the **DSI emphasis** prepares students for graduate studies and careers that will ***involve direct delivery of interventions***. Students in the DSI emphasis are required to complete a minimum of 240 hours of supervised practicum (i.e., FHS 472 & FHS 473) experience.

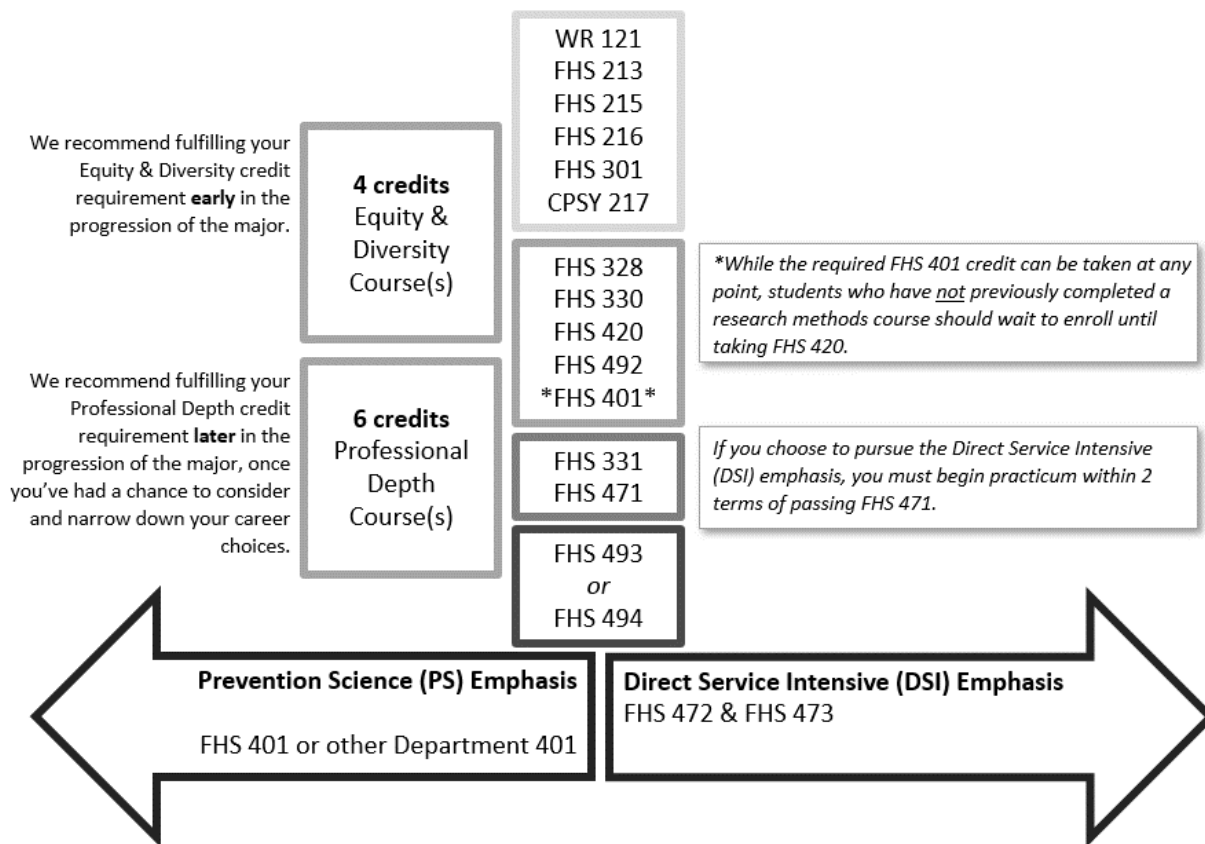
### Career Options for the PS and DSI Emphases in FHS





## FHS Major Requirements

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



## FHS Curriculum Worksheet

Professional Studies	36 credits	G or P/NP	
FHS 213	Issues for Children and Families	G	4
FHS 215	Exploring Family and Human Services	G	3
FHS 216	Diversity in Human Services	G	4
CPSY 217	Student Health and Well-Being	P/NP	3
FHS 301	Writing in Human Services	G	3
FHS 328	Human Development in the Family Context	G	3
FHS 330	Individual Interventions in Ecological Contexts	G	4
FHS 331	Group and Community Interventions	G	3
FHS 420	Research in Human Services	G	3
FHS 471	Professional Ethics	G	3
FHS 492	Contemporary Issues in Public Health	G	3
<b>Intervention Skills (choose 1)</b>	<b>3 credits</b>		
FHS 493	Child and Family: Advanced Interventions and Case Management	G	3
FHS 494	Adolescent and Adult: Advanced Interventions and Case Management	G	
<b>Research Experience</b>	<b>1 credit</b>		
FHS 401	Research: <i>(specific topic)</i>		1
<b>Equity and Diversity Req.<sup>1</sup></b>	<b>Minimum of 4 credits*</b>		4
<b>Professional Depth Req.<sup>2</sup></b>	<b>Minimum of 6 credits*</b>		6

In addition to the courses above, students complete the requirements for **one** of the following **experiential emphasis areas**. Note: admission to the Direct Service Intensive (DSI) area will be *competitive and limited*.

<b>Prevention Science (PS) Emphasis (default for enrolled FHS majors)</b>			
FHS 401 or <i>other 401 Research in other academic program (e.g., WGS 401, SOC 401, PSY 401)</i>	Research: <i>(specific topic); co-enrollment in FHS 490 beneficial, but not required</i>	P/NP	1
FHS 490	Scientific Analysis and Interpretation	G	3
<b>Total (minimum) credits to complete the PS emphasis in the FHS major</b>			<b>54</b>

<b>Direct Service Intensive (DSI) Emphasis</b> <i>(Requires you to declare your intention to pursue the DSI emphasis and receive approval. See instructions in the DSI Emphasis section of this Student Handbook.)</i>			
FHS 472	Prac: Human Services (2 credits x 4 terms; <i>co-enrollment in FHS 473 required</i> )	P/NP	8
FHS 473	Seminar: Prac Human Services Supervision (1 credit/term)	P/NP	4
<b>Total (minimum) credits to complete the DSI emphasis in the FHS major</b>			<b>66</b>

<sup>1</sup> **Equity and Diversity Requirement:** Courses that fulfill this requirement must explicitly address and seek to increase awareness of aspects of human diversity, equity, and social justice relevant to work in the human services. 4 credits required.

<sup>2</sup> **Professional Depth Requirement:** Students must take at least 6 credits from **one or more** of the following:

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

**Prevention and Intervention:** Courses in this category must explicitly address and seek to increase knowledge of prevention and/or intervention (direct practice) approaches relevant to careers in the human services, or behaviors that are the focus of prevention and/or intervention in this context.

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

## FHS Program Plan

Below is one example of how a student could complete the FHS program based on currently planned offerings, with entry into the program fall term. Scheduling of courses is subject to change. Please refer to the UO Class Schedule online for the most up-to-date information. **It is highly recommended that you meet with a College of Education advisor to determine your best pathway through the FHS major.**

Enrollment in **12 to 16 credits per term is recommended**, and students should enroll in core education courses and courses related to a second major or a minor when their FHS schedule permits. Students who declare and are approved to pursue the Direct Service Intensive (DSI) emphasis are required to engage in 4 terms of practicum experience and group supervision (FHS 472 & FHS 473).

### Year 1

Fall	Winter	Spring	Summer
Block A1 course	Block A1 course	Block A1 course	Block A1 course
Block A1 course	Block A1 course	Core Educ requirement	
Core Educ requirement	Core Educ requirement	Core Educ requirement	
Core Educ requirement	Core Educ requirement	Core Educ requirement	

### Year 2

Fall	Winter	Spring	Summer
Block A1 course	Block A1 course		FHS 328: Hum Dev in Context (3 ) <b>*Also offered Fall*</b> (prereqs FHS 213, 215, 216, 301)
FHS 330: Indiv Intv in Ecological Contexts (4)	Block A1 course	Core Educ requirement	Block A1 course
Core Educ requirement	FHS 331: Group & Comm Intvs (3)	Core Educ requirement	
Core Educ requirement	Core Educ requirement	Core Educ requirement	

**Block A1 Courses:** WR 121, CPSY 217, FHS 213, FHS 215, FHS 216, FHS 301, and FHS 401

**Core Educ requirements:** Writing, Second Language, Math, Areas of Inquiry, and Cultural Literacy course

### Year 3

Fall	Winter	Spring	Summer
FHS 328: Human Dev in Context (3) (prereqs FHS 213, 215, 216, 301)	FHS 471: Hum Svcs Prof Ethics (3)	FHS 493: Adv Child Fam Intvs & Case Mgmt (prereq FHS 331) (3) ~OR~	<b>DS:</b> FHS 401: Research (1) <b>PS:</b> FHS 401: Research (1-2)

<b>**Also offered Summer**</b>		FHS 494: Adol & Adult Intvs & Case Mgmt (prereq FHS 331) (3)	<b>*401 can take 3<sup>rd</sup> or 4<sup>th</sup> year and any term*</b>
FHS 420: Res in Human Services (3) (prereqs FHS 213, 215, 216, 301)	FHS 492: Cont Iss Public Health (3) (prereqs FHS 213, 215, 216, 301) <b>*Can take 3<sup>rd</sup> or 4<sup>th</sup> year*</b>	<b>DSI:</b> FHS 472: Prac: Hum Serv (2) <b>DSI:</b> FHS 473: Sem: Prac Superv (1) <b>*Co-enrollment required*</b>	<b>DSI:</b> FHS 472: Prac: Hum Serv (2) <b>DSI:</b> FHS 473: Sem: Prac Superv (1) <b>*Co-enrollment required*</b>
Core Educ requirement	Core Educ requirement	<b>PS:</b> FHS 490: Scientific Analysis & Interpretation (3) <b>*Can take 3<sup>rd</sup> or 4<sup>th</sup> year*</b>	
Equity and Diversity course ~OR~ Minor/2 <sup>nd</sup> Major Requirements ~OR~ Professional Depth req course	Equity and Diversity course ~OR~ Minor/2 <sup>nd</sup> Major Requirements ~OR~ Professional Depth req course		

#### Year 4

Fall	Winter	Spring	Summer
<b>DSI:</b> FHS 472: Prac: Hum Serv (2) <b>DSI:</b> FHS 473: Sem: Prac Superv (1) <b>*Co-enrollment required*</b>	<b>DSI:</b> FHS 472: Prac: Hum Serv (2) <b>DSI:</b> FHS 473: Sem: Prac Superv (1) <b>*Co-enrollment required*</b>	<b>DSI:</b> FHS 472: Prac: Hum Serv (2) <b>DSI:</b> FHS 473: Sem: Prac Superv (1) <b>*Co-enrollment required*</b>	
Equity and Diversity course ~OR~ Minor/2 <sup>nd</sup> Major Requirements ~OR~ Professional Depth req course	FHS 492: Cont Iss Public Health (3) [prereqs FHS 213, 215, 216, 301]	<b>DS:</b> FHS 401: Research (1) <b>PS:</b> FHS 401: Research (1- <b>*can take 3<sup>rd</sup> or 4<sup>th</sup> year and any term*</b> )	
<b>DS:</b> FHS 401: Research (1) <b>PS:</b> FHS 401: Research (1- <b>*can take 3<sup>rd</sup> or 4<sup>th</sup> year and any term*</b> )	Equity and Diversity course ~OR~ Minor/2 <sup>nd</sup> Major Requirements ~OR~ Professional Depth req course		
	<b>DS:</b> FHS 401: Research (1) <b>PS:</b> FHS 401: Research (1- <b>*can take 3<sup>rd</sup> or 4<sup>th</sup> year and any term*</b> )	<b>PS:</b> FHS 490: Scientific Analysis & Interpretation (3)	

Please see the [FHS Student Blog](#) or a [College of Education academic advisor](#) to request the most current list of accepted courses for the Equity and Diversity Requirement and Professional Depth Requirement.

## **Course Substitutions and Course Waivers**

Students with unique and unusual circumstances may request to substitute one equivalent course for required FHS courses and for the Equity & Diversity and Professional Depth requirements. Please meet with an [academic advisor](#) to determine if a course that you have taken, or wish to take in the future, will substitute for one of the current FHS degree course requirements.





**College of Education  
FAMILY AND HUMAN SERVICES PROGRAM**

## **Declaring the Direct Service Intensive (DSI) Emphasis**

## Declaring and Continuing with the DSI Emphasis of the FHS Major

Continuing in the DSI emphasis is based on the academic and professional considerations listed below. Students not approved to continue with the DSI emphasis because they do not meet the continuation criteria listed below, or because practicum spaces are limited, may choose to continue with the Prevention Science (PS) emphasis. Students may declare the DSI emphasis during any academic term as long as the continuation criteria below have been met.

### Continuation criteria for the DSI Emphasis

To continue with the DSI emphasis, students will be evaluated on the following criteria:

- Completion of FHS 471, Human Services Professional Ethics, and evaluation of ethical decision-making and behavior based on course assignments. Students must declare the DSI emphasis within 2 terms of having completed FHS 471.
- Cumulative UO GPA of 2.5
- Have received a grade of C- or better in all FHS courses completed.
- Be in good academic standing, which includes a conduct history that is in keeping with the Office of Student Conduct and Community Standards at the University of Oregon

### Steps to declare the DSI Emphasis



#### **STEP 1: Declare**

You must declare your intent to pursue the DSI emphasis. If you are currently enrolled in FHS 471: Human Services Professional Ethics, a College of Education academic advisor will visit the class and provide you with instructions for how to declare the FHS DSI emphasis. If you are not enrolled in FHS 471 and would like to declare the DSI emphasis, you need to schedule an appointment with a College of Education academic advisor. You may schedule that appointment by using [THE NAVIGATE APP](#).

#### **STEP 2: Confirm**

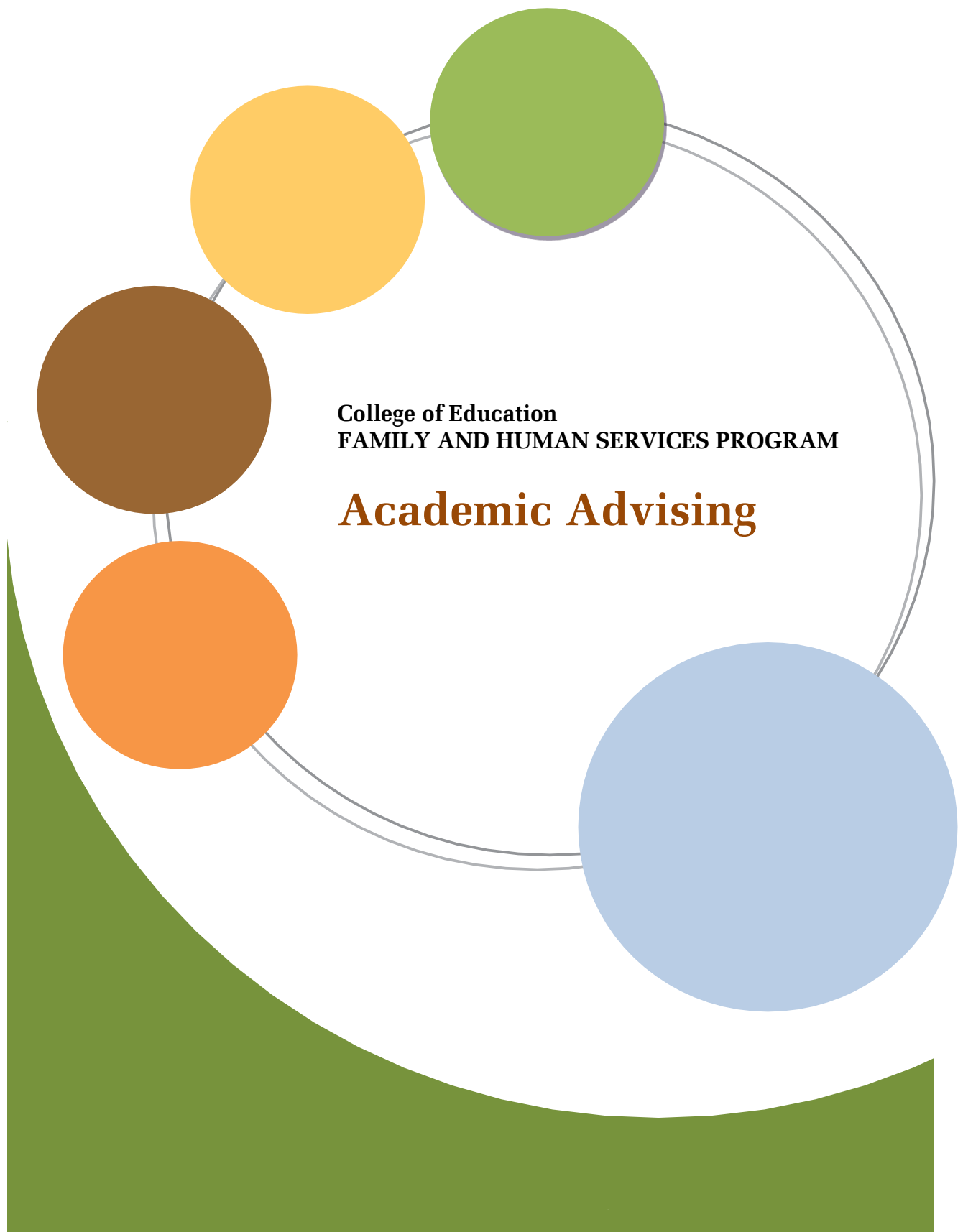
Be sure that you receive an email from the FHS Program Director that confirms that you meet all criteria to continue with the DSI emphasis. If a student does not meet the criteria, they will also receive an email and be directed to meet with an academic advisor to discuss academic options and preparation.

#### **STEP 3: Secure**

Go to the [FHS Student Blog Practica Placements tab](#) and follow the instructions for applying for and securing a practicum experience. Begin this process immediately after receiving an email confirmation stating that you may continue with the DSI emphasis.

#### **STEP 4: Submit**

Once student has secured a practicum site, submit the required practicum forms that notify FHS faculty of your practicum placement.



## Academic Advising

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

### **Schedule an appointment to meet with a COE advisor:**

Schedule an academic advising appointment by downloading [THE NAVIGATE APP](#) and follow the instructions below:

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

### **Students must follow these procedures:**

1. Your specific UO general education and FHS major requirements are contained on a form, **the University of Oregon degree audit (or degree guide)**, in your individual UO DuckWeb account. Records are updated periodically, especially during summer break. Make sure you review the degree audit at least once per term to confirm you are making timely progress toward graduation.
2. Be sure to **check your UO email every day**, as advising information and important academic program updates are shared with you via this medium. Important times to check in with an advisor include before registering for classes, several terms prior to graduation, and prior to taking a leave of absence or planning to study abroad.
3. After a meeting with an academic advisor, an **individualized advising plan** will be placed in your FHS advising file. You may request a copy of your advising plan to keep for your personal use. You will want to refer to this each term when registering or at any time changes to your schedule will occur.
4. **Register as soon as you are able each term** to help with section maintenance and getting into classes.
5. Before you register in the term preceding your **graduation** term **YOU MUST** review the completeness of the requirements described in your degree audit form in DuckWeb and meet with an advisor to ensure graduation is secured. Crucial information will be needed before you begin your last or graduation term to make any adjustments required for successful graduation.

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

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



**College of Education**  
**FAMILY AND HUMAN SERVICES PROGRAM**

## **Policies**

**Academic policies and procedures applicable to all programs within the University of Oregon's College of Education (COE) may be found in their entirety at:**

<https://coedocs.uoregon.edu/display/governance/Academic+Forms+and+Policies>

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

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

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## **ADMISSIONS**

### **Equal Opportunity and Affirmative Action**

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

### **Minimum Requirements & Admissions Process**

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

All students are initially admitted into the Prevention Science (PS) emphasis and may continue with the DSI emphasis if they meet the following criteria:

- Enrollment in or successful completion of FHS 471, Human Services Professional Ethics, and evaluation of ethical decision-making and behavior based on course assignments. Students must declare the DSI emphasis within 2 terms of having completed FHS 471.
- Cumulative UO GPA of 2.5
- Have received a grade of C- or better in all FHS courses completed.
- Be in good academic standing, which includes a conduct history that is in keeping with the Office of Student Conduct and Community Standards at the University of Oregon

Continuation with the DSI emphasis is based on student meeting academic and professional continuation criteria and availability of practicum placements in the community and resources at the University of Oregon. Students who are not approved to continue with the DSI emphasis may choose to continue with the Prevention Science (PS) emphasis.



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

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

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

## RETENTION OF GOOD STANDING WITHIN THE FHS PROGRAM AND MAJOR STATUS

### Email Communication

Students in the FHS program must obtain an email account through the University of Oregon and are required to **only use their UO email account when corresponding with FHS and any individuals or organizations associated with FHS-related academic activities** (e.g., FHS faculty, community agencies). Students are required to ***check their UO email daily***, as this is the primary means through which communications will come from the program. ***If an email from the program requires a response, students should respond within 72 hours.*** Repeated failure to respond to program emails in a timely fashion may place the student in jeopardy of losing good standing in the program.

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

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

### Student Contact Information

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

### Expectations for Classroom Behavior

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

**Students MUST be on campus during final exam week every term.** Although some instructors may make use of take-home exams, it is at the discretion of the instructor to determine whether they wish to administer an in-class final exam. **Students who make plans to leave campus before the end of final exam week may receive a failing grade for**

**any in-class final exams; instructors are not required to offer make-up exams.**  
**Good Academic Standing and Student Retention Requirements and Standards**

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

- Make continuous progress toward completion of all required major courses and competencies, as outlined in this handbook.
- Take all required major courses for a grade, unless specified Pass/No Pass by the FHS program plan.
- Receive a C- or better (or P grade) in all courses required by the major.
- Maintain a cumulative university GPA of 2.5.
- Adhere to the ethical principles and standards of the National Organization for Human Services (<http://www.nationalhumanservices.org/ethical-standards-for-hs-professionals>).
- Adhere to rules governing behavior outlined in the University of Oregon Student Conduct Code (<http://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-code>).\*

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

## **STUDENT EVALUATION**

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

### **1. 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.

### **2. 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.

### **Plan of Assistance (POA) meeting**

A student may be asked to participate in a POA meeting at any point if program personnel deem it necessary to **support the student's ongoing success and progression in the major**. POA meetings may be used when students have voiced potential barriers to or not demonstrated adequate progress in the areas of academics, professional behaviors, or program competencies. Thus, a student may be asked to participate in a POA *proactively*, to mitigate the effect of a potential barrier to their success (e.g., a DSI student discloses that they have experienced a death in their family and they are worried about how they will keep up with their coursework and practicum hours), or *reactively*, when a student's progress or other behaviors do not conform with program standards (e.g., a student violates the UO Student Conduct Code, which may signal concerns about academics and professional behavior). Participants in the POA meeting will determine the tasks necessary for the student to make improvement and develop an **action plan** with the student.

### **Action plan**

An action plan should include:

- A description of the issues to be addressed,
- A plan for addressing each issue,
- Criteria for determining the issues have been remedied or resolved, and
- A timeline for review.

As applicable, the action plan may also include:

- A description of any previous efforts to address or prevent each issue.

The final action plan must be documented in writing and provided to the student (typically via email). Academic advisors will retain documentation of progress toward meeting the stipulations and timelines of the action plan. If the stipulations are not completed by the deadlines outlined in a student's action plan, a committee comprising, at minimum, the FHS program director and an academic advisor will determine next steps, which could include involuntary termination from the program.

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

### Student grievance

A complete copy of the University of Oregon student grievance procedures can be found at: <https://policies.uoregon.edu/grievance-procedures>.

## FHS CURRICULUM AND PROGRAM PARTICIPATION

### FHS Grading Policies

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

1. A grade, whether a final grade or one for an individual assignment, is to be determined based on objective criteria applied equally for all students.
2. Grades are assigned for the work product submitted by the student. Instructors are unable to evaluate or give credit for factors such as level of effort or time taken to complete an assignment.
3. Grades are based on work (including extra credit, if offered) that is outlined in the course syllabus or other published forum (e.g., on Canvas) that is available to all students; *individual* extra credit assignments will **not** be considered or accepted.
4. Student requests for grade changes after final grades have been posted will **not** be granted unless an error has been made in calculating or inputting the final grade.

Further, FHS instructors agree to the policies that:

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

2. Late work for partial credit will be accepted with a 5% total point reduction for each day late. Late work will be accepted only up to 7 days after the original assignment due date. Weekend and holiday days are included in the 7-day count. For example, if you turn your paper in one day late, your grade will be calculated and then multiplied by .95. If you turn your paper in two days late, your grade will be calculated and then multiplied by .90, etc. Exceptions for documented medical emergencies and family deaths will be considered on a case-by-case basis. For an exception to be considered, contact your course instructor as soon as possible to schedule a meeting to discuss the situation and a plan of support for assignment completion and continued advancement in the program. This meeting may include the course instructor as well as an FHS academic advisor.
3. Consistent with the policy published by the Office of the Registrar, an incomplete (“I” grade) “may be issued when the quality of work is satisfactory, but some minor yet essential requirement has not been completed, for reasons acceptable to the instructor. Faculty and students should develop a contract outlining the requirements and specific deadlines for making up the incomplete. Contracts should be filed in the departmental office through which the course is taught.” **Within the context of the FHS program**, work is considered to be (a) “satisfactory” when the student’s grade for all completed assignments in that course is C- or better and (b) “minor yet essential” when the assignment in question does not exceed 20% of the total grade for the course (i.e., the student has completed at least 80% of the requirements for a grade in the course). As noted, the instructor retains the authority to decide if an incomplete grade is warranted based on the circumstances. Thus, students should be proactive in requesting the incomplete from the instructor (i.e., make the request as far in advance as is possible). Students who are granted an incomplete must file their completed contracts with the FHS Academic Program Coordinator by no later than Friday of Week 10 of the applicable term.
4. All FHS instructors use the following numeric scale for grading:

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



- A+ signifies a **rare** level of achievement **above and beyond** the excellent performance that merits an A grade. *In many courses no student performs at this unusual level.*
- A signifies an exceptional level of achievement. The student demonstrates an excellent grasp of the material and very strong performance across the board, or exceptional performance on most aspects of the course and good performance in others.
- B signifies a good level of achievement. The student demonstrates consistently good grasp of material and good performance, or very strong performance on some aspects of the course and satisfactory performance on others.
- C signifies an adequate level of achievement. The student demonstrates a satisfactory grasp of course material and adequate performance, or good performance on many aspects of the course paired with some notable areas for improvement.
- D signifies a minimal level of achievement. The student demonstrates the bare minimum level of understanding and/or performance to pass the course and does not fully meet the course requirements.
- F signifies achievement below the minimum needed to pass the course. Evidence of student understanding of course material and/or performance is insufficient to merit credit for the course.

## Student Records

Policies governing retention and access to student educational records and directory information can be found at: <https://policies.uoregon.edu/vol-3-administration-student-affairs/ch-5-student-records/student-records>. Student records are not retained indefinitely and are confidentially destroyed after a published period of time (see <https://library.uoregon.edu/records/schedule/166-475-0110>). Additionally, although every safeguard is put in place, uncontrollable circumstances may result in the loss of student information. **Thus, students are expected to make and retain a copy of all assignments and other information submitted to FHS.** If a student must access copies of records from FHS, please contact the Academic Program Coordinator at [fhs@uoregon.edu](mailto:fhs@uoregon.edu). When records are requested through FHS, they will be sent via email to the student's UO email account. If the UO email account is no longer accessible, please contact FHS and submit a written request stating the student's first and last name, years attended, and current email address; the written request must be signed and dated.

## Infusion of Diversity into College Courses and Course Documentation

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

information be included in instructional activities, course materials, and operating procedures throughout the College of Education.

1. The integration of diversity issues and themes throughout course content and syllabi;
2. The development of classroom rules to ensure an environment that establishes respect for all members of the educational community;
3. The need for all instructional faculty members to develop a plan of action should an incident occur in class associated with some form of discrimination or inappropriate student action.

### **Accessibility of FHS Program Spaces**

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

### **Course Waiver & Course Substitutions**

Students may request a waiver of course work or that a course that they've taken substitute for a required FHS course. Please meet with an [academic advisor](#) to discuss course waiver and course substitution options.

### **Term of Graduation**

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

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

COE Commencement: <https://education.uoregon.edu/dean-office/commencement>

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



**College of Education**  
**FAMILY AND HUMAN SERVICES PROGRAM**

## **FHS Competencies**

## **Student Competencies**

A competency refers to the fundamental knowledge and skills necessary for professionals to work with children, youth and families. Student competencies within FHS are organized into five main skill areas, and achievement of a given competency is expected within a specific time frame.

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

## 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 refer 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, faculty, supervisors, and stakeholders 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.

Written communication refers to the preparation of written documents for communication of ideas through words. 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, and correct use of citations and references in the American Psychological Association (APA) format.

- 1.3 Personal safety refers to conscious actions taken to protect oneself from emotional, physical, or social harm or injury. Students who engage in academic work in the community may be 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 child or an adult who has experienced violence, to mourning the loss of a terminally-ill child or adult. Inadequate attention to personal safety in the professional context can result in “burnout” or work-related exhaustion; thus, developing skills to maintain personal safety are essential.
- 1.4 Personal boundaries refer to the ability to develop and maintain positive relationships with clients or research participants within the context of a professional role. The development of “boundaries” implies that the sole purpose of the relationship is to facilitate the growth, development and needs of the client or research participant, 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 professional ethical responsibilities (and any applicable organization-specific policies) without establishing inappropriate relationships.

- 1.5 Self-care/self-help refers to the ability to take care of your own physical and mental health needs in the context of your academic and professional responsibilities. 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. Specific strategies related to self-care/self-help include regular exercise, social activities and recreation, and maintaining a regular and adequate sleep schedule.
- 1.6 Time management/organization refers to the ability to manage multiple deadlines through the use of effective organizational tools and proactive communication with faculty/supervisors.
- 1.7 Professionalism/work ethic refers to two closely connected concepts. Professionalism is both an individual characteristic and an ideological position. The primary definition is that of individual professionalism: the idea that membership of a profession carries with it a set of internalized values that will be reflected in the way in which work is carried out and the ethical standards that are adhered to. Work ethic is your personal commitment to showing up and working to the best of your ability in a conscientious manner. This is demonstrated through consistent and engaged participation in a professional setting and attainment of professional goals.
- 1.8 Ethics and social responsibility refers to the attitudes and conduct that exemplify the best in professional, ethical and moral behavior. These ethical behaviors include both professional standards as defined by the National Organization for Human Services, the standards and practices of the FHS major, and the conduct code of the University of Oregon. The FHS program emphasizes the dynamic interplay between legal and ethical issues that affect professional activities in the human service area. Of special concern is the responsibility for each student to behave in an ethical manner in all interactions with fellow students, faculty and staff, and stakeholders in the community (including clients and research participants).
- 1.9 Diversity/cultural awareness refers to the necessary reflective and reflexive skills to understand one's own identities and assumptions/biases and to approach relationships with individuals across the full compass of human diversity with cultural humility, including those who may differ in terms of age, diversity of cognitive and motor abilities, religion, socio-economic status, sexual orientation, indigenous status, nationality, or gender.



## 2. Core Knowledge

The core knowledge information is designed to increase the probability that students will be effective in when working in a human services career.

- 2.1 Child/family wellness refers to the role of the family in the developmental process of the child. Child wellness is presented in the context of healthy family relationships, which include aspects of attachment to adults, positive nurturing and discipline procedures and quality communication between adults and children in the family. In addition, family wellness includes information on features associated with health and wellness, such as commitment to the family, problem-solving techniques, and spending time together as a family. The changing nature of families, the varying roles of parents, the extended family and the community are also emphasized.
- 2.2 History of human services refers to the roles played by the family, religious and charitable organizations, and the government over time in the United States. This also refers to the evolution of laws and statutes related to child welfare and vulnerable adults.
- 2.3 Lifespan development refers to information on physical, cognitive, social and emotional development for children, youth and adults.
- 2.4 Ecological model refers to a conceptual model that asserts the belief that children, youth and families are impacted by a variety of factors in their lives, including family, school, community and peers. Bronfenbrenner's Ecological Model is infused into **all** aspects of FHS coursework.
- 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 and develop plans and resources for achieving those goals.

### 3. Professional Skills

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

- 3.1 Technology refers to the practice of using computers and other information systems to perform the everyday tasks of professional work. At minimum, this includes effective use of word-processing, spreadsheet, and presentation software and may include use of specialized software for data analysis.
- 3.2 Assessment refers to the process of collecting information about an individual, group, or community. Most often, the purpose of assessment is to determine assets and needs or to determine the impact of a prevention or intervention approach or program. FHS adheres to a *strengths-based* philosophy of assessment, meaning that the focus of assessment is to identify strengths and resources to empower individuals and communities.
- 3.3 Life-long learning refers to all learning activities undertaken throughout life, whether formal or informal, with the aim of improving one's ability to practice their profession. This is demonstrated through membership in professional organizations, participation in professional conferences, and participation in coursework outside of the FHS program.
- 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.
- 3.5 Observation refers to the act of recognizing or noting behaviors, facts or occurrences in a professional context. In many cases observations will occur with the aid of an instrument or measurement device.
- 3.6 Problem solving in professional relationships refers to the practice of identifying problems and strengths experienced by an individual, group, or organization and communicating strategies, options or opportunities for change.
- 3.7 Conflict resolution refers to the practice of identifying and managing tensions and disagreements between persons to promote a positive resolution for all concerned.
- 3.8 Group dynamics refers to a student's ability to attend to group process, norms, communication (including non-verbal cues), and roles and to moderate their participation in group settings based on these factors.
- 3.9 Research methods refers to knowledge and skills necessary to evaluate and design research. All FHS students are expected to be informed consumers of science, so that you can use research evidence to guide your practice and be prepared to engage in evaluation activities that demonstrate if a given program implemented or adopted by your agency is effective (i.e., influences the outcomes it was designed to influence).

## 4. Administrative and Management Skills

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

- 4.1 Case management refers to the process of developing an individualized plan based on a needs assessment and coordinating the delivery of educational, medical, counseling, and community resources to achieve the client's or family's goals. Once services are initiated, the case manager monitors the process to assure that the resources or services identified in the plan are being delivered in an effective and efficient manner.
- 4.2 Agency collaboration refers to the commitment and practice of building an environment that supports the common goals or purposes of service delivery in human services. A collaborative- or team-approach to service delivery or systems design requires a conscious effort to clarify and define the common purpose between agencies and to act to develop and preserve this common goal (e.g., coordination of intervention and evaluation activities, joint application for grants and other funding possibilities).
- 4.3 Public policy refers to understanding the historical shifts in the way that human service policies have been developed, implemented, and evaluated in the United States, and the implications of these shifts for clients and social systems.
- 4.4 Community outreach and relations refers to actions and activities that foster constructive change and development of children, youth and families in communities. Community development includes active participation in political activities such as promotion of ballot measures.
- 4.5 Agency management and administration refers to advanced levels of leadership within an agency.
- 4.6 Event planning and organization refers to planning and organization of events in order to generate funding, participate in professional development, and create community programming. Programs such as fundraisers, campaign participation, conference planning, and community-based events are examples of venues in which to practice this skill.
- 4.7 Leadership refers to affecting positive change for the betterment of others. 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.

## 5. Professional Product Development

Students have many opportunities to engage in advanced work in the areas of prevention science, client service, and agency improvement and development. In many cases, students negotiate sophisticated professional products as a part of their capstone project activities. These include the development and implementation of products such as those listed below.

- 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 assessing clients' strengths and issues, the formal development and design of an intervention strategy to address the issues, the actual implementation of the plan with the specific client(s), and a formal evaluation of the effectiveness of the intervention.
- 5.2 Program evaluation refers to the process of utilizing multiple evaluation sources to determine the outcomes of a prevention or intervention approach and to guide the ongoing improvement of implementation. Typically, multiple sources of evidence from various constituents are considered. These constituents typically include the consumers of services, the staff providing services, and the agencies and government sources of funding.
- 5.3 Grant-writing and fundraising refers to specific products that are developed to secure government, foundation, or private funds to support a research project, agency, or community.



**College of Education  
FAMILY AND HUMAN SERVICES PROGRAM**

**Direct Service Intensive  
(DSI) Emphasis/ Practicum**

## **DSI Emphasis: Practicum Information and Policies**

### **Overview**

Practicum (FHS 472) is a *P/NP* course required of all students who have chosen to pursue the DSI emphasis and involves students in supervised and planned site placements in the community. DSI emphasis students must complete 4 terms of practicum: (a) 3 different practicum experiences at 3 different sites, returning to one of the three sites for the 4th term or (b) complete 2 terms of practicum experience with one site and 2 terms of practicum with a second site. Sites differ on how many terms they require DSI students to commit, so check with each site about those requirements. Students will work at their practicum placement for **a minimum of 60 hours in a given term** (30 hours per credit of FHS 472) during the weeks that university classes are in session, excluding finals week.

**Students must select their practicum sites from a list of approved placements (available via the [FHS blog](#)).** Students are responsible for verifying that the sites they are interested in are FHS-approved. Students are also responsible for conducting research (i.e., looking at agency websites; talking with peers who have been an intern at a given site they are interested in); and contacting sites directly to determine if the site's features support the students' career goals. Students should generally plan to make contact with their **top three preferred sites** to secure a placement for a given term. Interview and background check requirements vary across sites, and students should inquire directly with each site they are interested in to determine what is needed in order to be considered for a placement at that site. **Students will need to meet with the site contact person to complete the Practicum Placement Confirmation Form before the start of the term in which they wish to work at that site.**

Sites approved by the FHS program for practicum 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 practicum 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. These placements are meant to provide real-world professional exposure and experience for students seeking careers in the human services that focus on direct delivery of behavioral, mental health, or other support services, including:

Case manager, youth outreach worker, family support worker, rehabilitation case worker, behavioral management aide, community outreach worker, juvenile court liaison, human

services liaison, residential care provider, eligibility worker, correctional/probation officer

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

- 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

### **Leave of Absence or Voluntary Relinquishment of Major**

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

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

### **Supervision**

A vital piece of the participation in the DSI practicum is supervision. Students are assigned to a supervisor at the site in which they are completing their practicum hours. All students are also **required to register for FHS 473** with a university supervisor each term they are participating in FHS 472. Supervision may include written or other assignments in addition to participation in the supervision group, required meetings with site and university supervisors, and completion and submission of required documentation. **Students may be assigned written or other work to compensate for supervision meetings that occur on days when the university is closed during the academic term (e.g., Thanksgiving break).**

## Important Requirements and Deadlines

DSI Deadlines	1-term Placement	2-term Placement
Work Plan Form	Friday, Week 2	Friday, Week 2 (1 <sup>st</sup> term)
Midterm Evaluation	Friday, Week 6	Friday, Week 10 (1 <sup>st</sup> term)
Final Student Self-Evaluation	Complete before final meeting	Complete before final meeting
Final Evaluation	Friday, Week 10	Friday, Week 10 (2 <sup>nd</sup> term)
Practicum Hours Timesheet	At final evaluation meeting	At final evaluation meeting

### Work Plan

Once the practicum sites are established, students will schedule a meeting with their university supervisor and site supervisor to develop the work plan. The work plan meeting should occur within the first 2 weeks of the term. This initial meeting is the opportunity to lay the groundwork for the entire practicum experience. The work plan 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 practicum student will be on site during the term
- Dates/times that practicum 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 practicum and criteria for how meeting these competencies will be measured.

**Practicum 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.** A copy of the final document should be given to the site supervisor and the university supervisor. Students will submit the original form to their university supervisor who will file the form with the FHS Academic Program Coordinator. Students are encouraged to keep a copy of the work plan for their records as well as for a guide to ensure they are meeting the required competencies and responsibilities laid out in the agreement.

### Evaluation

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



A formal evaluation in each of the students' practicum 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 (when they are at the site) and be able to provide immediate feedback and guidance. The university supervisor will provide weekly supervision groups and monitor the students' development for the duration of the students' practicum experience. The role of each of these supervisors is to provide support, guidance, and educational training to undergraduate students.

In addition to onsite supervision and communication, students and supervisors must complete formal evaluations (**see Important Requirements and Deadlines section above**). The purpose of the midterm and final evaluations is three-fold:

1. To assess how the practicum experience is matching the original work plan,
2. To assess the student's performance that includes student's attendance, participation, etc., and
3. To assess if the student exceeds, meets or does not meet the professional competencies outlined in the original work plan.

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

## **Roles and Responsibilities**

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

### **Student**

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

#### **Student Responsibilities**

1. Read the FHS student handbook.
2. Visit the [FHS Student Blog/ Practica Placements](#) to begin the practicum placement process. Identify an approved practicum site; contact site personnel and complete any necessary steps (e.g., interview, background check) to secure the placement; Submit your Practicum Site Confirmation form.
3. Gather paperwork and forms necessary to complete the work plan, midterm evaluation, final evaluation, and timesheets.
4. Provide forms to onsite supervisor prior to meetings.
5. Schedule and participate in the development of the work plan along with the university supervisor and the site supervisor.

6. Implement the work plan activities with children/youth/families or other site staff.
7. Maintain timesheet with site supervisor initials and submit to university supervisor by the stated deadline.
8. Work with site personnel to meet site requirements, such as volunteer training sessions or other special requirements particular to the site.
9. Maintain portfolio of written practicum records, such as a site supervisor initialed log of hours completed, the work plan form, and midterm and final evaluations.
10. Work to meet practicum 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 practicum hours.
12. Complete all practicum 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 Self-Evaluation Form prior to the final meeting.
15. Contact the site supervisor and university supervisor if unable to participate in scheduled practicum 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 practicum 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 (POA) meetings as requested.

### **Site Supervisor**

Site supervisors are experienced community site personnel who supervise DSI practicum students on site. These individuals are responsible for providing orientation and training on specific tasks or duties that practicum students will perform. Site supervisors also take on a "mentoring" role with DSI students by providing regular supervision and constructive feedback: If a site supervisor leaves the site when a student is present, the site supervisor must find another staff person to fill in as supervisor during their absence. This ensures that the student has someone to "check in" 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 practicum 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 practicum 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 the work plan, midterm evaluation and final evaluation meetings.
7. Verify student's timesheet with a signature.
8. Attend and participate in site supervisor trainings and agency fairs 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 practicum placements and site supervisors within the site.

## **Site Placement Coordinator Responsibilities**

1. Coordinate all scheduling of practicum 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 practicum students or delegate this responsibility to the site supervisor.
5. Participate in student evaluations as appropriate or requested.

## **University Supervisor**

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

### **University Supervisor Responsibilities**

1. Assist student in securing appropriate practicum placements. Check to be sure student has a weekly schedule set up to meet the hour requirement for the term.
2. Supervise, evaluate and support students in practicum settings.
3. Serve as a liaison to site placement coordinator and site supervisor at the community site. Introduce self to these site personnel before working with the student within the site.
4. Make regular contact with site supervisor. Read and discuss written records of practicum activities when necessary.
5. Debrief practicum activities with students in weekly supervision group.
6. Attend and help facilitate work plan, midterm evaluation, and final evaluation meetings.
7. Maintain student files.
8. Act as mentor and advisor to students.
9. Be available to site staff to assist in resolving any concerns with practicum placement or student's lack of meeting competencies. Communicate concerns to the FHS faculty member providing supervision of FHS 472/473.
10. Participate in weekly group supervision for university supervisors led by an FHS faculty member.
11. Provide students with weekly office hours.
12. Determine whether students are meeting practicum competencies.
13. At the end of the term, assign a grade of Pass or No Pass for FHS 473: Human Services Prac Supervision and recommend a grade for FHS 472: Human Services Practicum (based on documentation collected from the student during supervision meetings).
14. Initiate and participate in POA meetings as needed and/or requested.

## DSI Practicum Policies and Expectations

### Limiting Student Liability

#### Limits on Independent Work with Clients

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

#### Limits on Driving as part of the Practicum

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

- Students must be performing duties in the course of **their final practicum placement or second term of working with an agency** only. Students in their first term of working with an agency are not allowed to drive as part of their practicum duties under any circumstances.
- The **agency must provide the vehicle** the student will drive (i.e., the vehicle is owned or leased by the agency).
- The agency must have a **written** policy stating that they, not the student or university, have a liability policy covering transportation and related activities.
- Students must follow all agency procedures to obtain/maintain driving rights.
- **Students must have obtained written pre-approval from both their university supervisor and their site supervisor.** Students are responsible for demonstrating to their university supervisor that the above conditions are met before the university supervisor can grant approval.

*Under NO circumstances are students permitted to transport clients in personal (non-agency) vehicles.*

#### Limits on Paid Work at a Field Site

Due to labor laws and liability, FHS students in practicum may **not** be paid for practicum activities and hours. If students are employed by the site in which they are completing a practicum, the students must document that the practicum 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 the student for their practicum duties.

## Procuring Student Liability Insurance

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

## Mandated Reporting

FHS majors who are enrolled in practica (FHS 472) **are mandated reporters** of abuse and neglect of minors, elders, people with developmental delays, and in some circumstances, people with legally-defined chronic mental illness (see <http://www.oregon.gov/dhs/Pages/index.aspx> for additional information). If you believe that a report should be made, or are not sure, you **must** consult with your site supervisor (or other designated agency employee) **as soon as possible**. Follow your supervisor’s instructions. If you and your site supervisor (or other designated agency employee) disagree about whether a report should be made, you **must** consult with your university supervisor **as soon as possible**. Your university supervisor will help you determine next steps based on the specifics of the situation, which may involve additional consultation to ensure compliance with applicable professional codes of ethics and Oregon state reporting laws.

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

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

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

## Practicum Hours

Each credit of FHS 472 equates to 30 hours of practicum. Students involved in practicum (FHS 472) and/or completing a project for program honors distinction must participate in group supervision (FHS 473). Students may also be required to participate in group supervision, even if they are not actively involved in practicum or a project for program honors distinction, if it is deemed necessary to support students' ongoing success and progress through the program (see *Plan of Assistance* and *Action Plan* sections above).

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

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

All practicum hours must be completed during the period of active instruction (i.e., not during academic breaks) in order to count toward FHS 472. In the unique and unusual circumstance that a student must discontinue training at a practicum site before their full commitment to that site has been completed, that student is responsible for meeting their professional and ethical obligations to the agency and its clients, and that student *must* work with the site to develop a plan that mitigates the potential negative impact of their premature departure.

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

- Work plan meeting
- Midterm evaluation meeting
- Final evaluation meeting
- Orientations at the site\*
- Trainings at the site\*
- Research/tasks assigned by site supervisor to be performed offsite

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

*Advance orientations and trainings provided by or in connection with FHS personnel (e.g., mandatory reporter training) may **NOT** be included toward practicum hours.*

## Site closures

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

## 24-hour Practicum

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

## On-call Practicum Hours

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

## Driving time to/from Practicum

Driving time is typically not included in the students’ practicum hours. The only exceptions are agencies in Cottage Grove, SCAR/Jasper Mountain in Jasper and SAFE Center in Marcola. Students interning at these sites may include driving time as part of their practicum hours documented on their timesheet for **one-way only**.

## Week 10 and Finals Week

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

## Weekly Practicum Hour Maximums

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



## Additional FHS Practicum Credits

Students wishing to enroll in FHS 472 credits beyond the minimum required by the major may submit a petition to the FHS Program Director. Students are required to submit a formal written petition if they would like to enroll in additional FHS 472 credits in order to meet the *FHS Professional Depth Requirement*, but they must meet with an academic advisor prior to enrolling in additional FHS 472 credits to receive authorization.

## Completing Practicum at Multiple Sites

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

## Changing Practicum Sites

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

## Practicum as part of a Study Abroad Experience

Students interested in completing an internship as part of a study abroad experience should contact the IE3 program at the University of Oregon. **Only internships offered through the IE3 Global Education program will be considered for fulfillment of FHS major requirements (FHS 472/FHS 473).**

1. To begin inquiry, go to the IE3 website:  
<https://geo.uoregon.edu/programs/multicountry/ie3-global-internships>
2. Review the available information.
3. Schedule an appointment with an IE3 advisor to obtain specific information about the application, deadlines, and travel dates to determine which term and which site is the best option for which to apply.
4. Complete all application pieces for IE3. The application will have a portion that you will need to be completed by you in collaboration with the FHS program sponsor (typically the FHS program director) for the credit. You should first speak with a [College of Education academic advisor](#) to determine which credits can be sponsored based on your program plan (typically 1 credit of FHS 473 and up to 3 credits of FHS 472 per term abroad); however, final approval must be granted by the FHS program sponsor.
5. Return all application pieces to IE3 for processing and further notification.
6. Stay in communication with the FHS program sponsor to relay information about the status of your IE3 application as it is relayed to you.

Students participating in IE3 international practicum credits must also participate in supervision remotely using email, course management systems, and/or web-conferencing and comply with the requirements stated in the FHS 473 syllabus provided to them.

## **Requesting Approval of a New Practicum Site (including sites outside of Lane County)**

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

- Name of agency
- Function of agency
- Contact person
- Contact person's phone number, email, mailing address
- Reason for adding site to FHS site list
- Description of intern's role

The process of reviewing a site for approval takes at least 10 weeks, so students should submit petitions at least one full term prior the term in which they hope to intern at that site. The FHS faculty reserves the right to determine if the site is a good match for the program.



**College of Education  
FAMILY AND HUMAN SERVICES PROGRAM**

## **401: Research Requirement**

## **Research Requirement for the FHS Degree**

### **Overview**

Research (FHS 401 or another 401 course in another relevant academic program) is a *P/NP* course required of all students. To fulfill this requirement, students also may take a 401 Research course in another relevant academic program (e.g., Women and Gender Studies WGS: 401; Sociology SOC: 401; Psychology PSY: 401). Students enrolled in 401 Research choose a range of qualifying research activities to complete. Students must complete a minimum of 30 hours of qualifying research activities per credit of FHS 401.

**Students select qualifying research activities from a list of approved experiences (available via the [FHS blog](#)).** Students are responsible for verifying that the research experiences that they are interested in are FHS-approved. **Students will complete the course requirements to receive a P/NP grade for each term enrolled in 401: Research.**

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

- Conducting reviews of scientific literature
- Writing manuscripts and reports
- Participating in group lab meetings and discussions
- Attending scientific lectures
- Coding data; entering data for analysis; and analyzing data
- Participating in a graduate student or faculty member's research lab
- Helping with research participant activities

### **Leave of Absence or Voluntary Relinquishment of Major**

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

### **Evaluation**

Students receive a Pass grade for completing all FHS-approved research activities required and that correspond to the number of credits for which the student is enrolled for FHS 401 Research credits. For students working under the supervision of a faculty member, a P/NP grade will be assigned by the faculty member and based on the faculty member's evaluation of student performance.

## **Roles and Responsibilities**

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

### **Student**

Students must meet all requirements related to the 401 Research experience specified in this handbook.

#### **Student Responsibilities**

1. Read the FHS student handbook.
2. Identify approved research activities; complete the necessary steps to secure the experience (e.g., talk to the faculty lab supervisor, reserve your place to attend a research workshop); and complete all 401: Research course requirements.



## STUDENT RESOURCES

### STUDENT LIFE & ACADEMIC SUCCESS

- **Accessible Education Center (AEC):** Oregon Hall, Room 155 (541) 346-1155 [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu) <https://aec.uoregon.edu/> *Offers:* Testing and other academic accommodations; Notetaking and transcription; sign language interpretation and captioning
- **Center for Multicultural Academic Excellence (CMAE):** Suite 164 and 465, Oregon Hall (541) 346-3479 Email: [cmae@uoregon.edu](mailto:cmae@uoregon.edu) <http://inclusion.uoregon.edu/cmae> *Offers:* Academic engagement programs; Mentoring; Campus and community outreach opportunities; Peer education and leadership development; Resources and student groups through the **Multicultural Center (MCC)**.
- **Duck Nest Wellness Center:** EMU, Room 041 (541) 346-0570 [peerhealth@uoregon.edu](mailto:peerhealth@uoregon.edu) <https://studentlife.uoregon.edu/ducknest> *Offers:* Programs for decreasing stress and improving nutrition, physical activity, and general wellness
- **LGBTQIA+** EMU, Room 022 (541) 346-6105 [lgbtqa@uoregon.edu](mailto:lgbtqa@uoregon.edu) <http://dos.uoregon.edu/lgbt> *Offers:* Gender-inclusive housing; Bridges panel program; Queer Ally Coalition (QAC) program
- **Mills International Center:** EMU, Mezzanine 102 (541) 346-0887 [mills@uoregon.edu](mailto:mills@uoregon.edu) <http://mills.uoregon.edu/> *Offers:* Lounge space; Lending library; Social activities
- **Multicultural Center (MCC) Student Unions:** For a full list of groups, meeting times and locations, and contact information see <http://inclusion.uoregon.edu/content/mcc-student-unions> Additional information, including a full list of student organizations and student union websites can be found at: <http://uoregon.orgsync.com/BrowseOrganizations>
- **Nontraditional Student Union & Services:** EMU, Room 212 (541) 346-1160 [nsu@uoregon.edu](mailto:nsu@uoregon.edu) <http://dos.uoregon.edu/nontrad> *Offers:* Scholarship, transfer and financial aid assistance; housing and child care resources
- **Office of the Dean of Students: *Emergency Response Numbers*** · <https://dos.uoregon.edu/help>
- **Office of the Dean of Students Drop-In Support:** Oregon Hall, Suite 185 · Mon-Fri 1:00-4:30pm (541)346-3216
- **Student Diversity Affairs Committee (SDAC):** HEDCO 141 (541) 346-1397 [sdac@uoregon.edu](mailto:sdac@uoregon.edu)

- **Student Support Services (TRiO):** 68 PLC · (541) 346-3226 · [triosss@uoregon.edu](mailto:triosss@uoregon.edu) · <http://triosss.uoregon.edu/> *Offers:* Advising and academic support; Financial Assistance; Study area with computer and printer
- **Student Veteran Center:** EMU, Room 015 · (541) 346-1160 · [uovetscenter@uoregon.edu](mailto:uovetscenter@uoregon.edu) · <http://dos.uoregon.edu/veterans> *Offers:* Peer advisors; VA benefit, scholarship and financial aid assistance
- **Tutoring, Learning Guides, and Drop-In Advising:**
  - **CMAE Drop-In Advising:** <https://inclusion.uoregon.edu/cmae-advisor-appointments>  
Oregon Hall, Suite 164 Week 1 & Finals Week: Mon-Fri 9:00am-4:00pm; Weeks 2-10: Mon-Fri 12:00-4:00pm
  - **PLUS Peer Advising:** <http://inclusion.uoregon.edu/peeradvise>
  - **PLUS Learning Guides (math and writing)** See <http://inclusion.uoregon.edu/plus-learning-guides> for the current term's schedule of locations and times.
  - **Native Study Hall & Drop-In Advising:** Many Nations Longhouse, Mon & Wed 1:00-3:00pm; Thur 3:00-5:00pm
  - **Tarea Time:** <https://inclusion.uoregon.edu/dream> · For information, contact Karla Perez-Young, [kperezy2@uoregon.edu](mailto:kperezy2@uoregon.edu) · CMAE, Oregon Hall, Tue 3:00-5:00pm
- **Women's Center:** EMU, Room 012 (541) 346-4725 [womenctr@uoregon.edu](mailto:womenctr@uoregon.edu) <http://dos.uoregon.edu/women> *Offers:* Work, lounge, and meeting spaces; Lactation room and toys for children; Lending library; Computer and printing capabilities
- **Additional Diversity Resources for Students:**  
<http://admissions.uoregon.edu/open/resources>

## INTERNATIONAL STUDENTS

- **American English Institute:** 1787 Agate St, Eugene +1-541-346-3945 [aei@uoregon.edu](mailto:aei@uoregon.edu) <https://aei.uoregon.edu/> *Offers:* Intensive and online English language learning programs
- **Dennis Galvan** - Vice Provost in the Office of International Affairs Main Office: +1-541-346-5851 Email: [dgalvan@uoregon.edu](mailto:dgalvan@uoregon.edu) General questions about international policies and programs at the UO can be directed here
- **International Student and Scholar Services** Main Office: (541) 346-3206 Director **Abe Schafermeyer** Direct Line: +1-541-346-1215 Email: [abe@uoregon.edu](mailto:abe@uoregon.edu) <https://iss.uoregon.edu/> *Offers:* Academic support; Leadership and mentoring opportunities; Social activities



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

## DREAMERS

- **American Immigration Lawyers Association's (AILA) Immigration Lawyer Search:** <http://www.ailalawyer.com/>
- **Centro Latino Americano (El Centro):** (541) 687-2667 944 W 5<sup>th</sup> Ave, Eugene <http://centrolatinoamericano.org/> *Services:* Translation and interpretation, social services, alcohol & addictions, community mental health, C.A.R.E. youth and family services, youth mentoring, DACA/DAPA
- **Educators for Fair Consideration:** [www.E4FC.org](http://www.E4FC.org) *Services:* Lists scholarships available to undocumented students
- **UO DREAMers:** <https://blogs.uoregon.edu/dreamers/>
- See additional supports in **STUDENT LIFE section** above

## BILINGUAL RESOURCES (ENGLISH & SPANISH)

- **Centro de Crisis “Para Blanco” (White Bird):** (541) 342-8255 341 E. 12<sup>th</sup> Ave, Eugene M-Su 8:00 am-10:00 pm <http://whitebirdclinic.org/>
- **Centro Familiar “Primer Lugar” (First Place Family Center), St. Vincent de Paul Society Social Services:** Admin Office: (541) 687-5820 2890 Chad Dr., [Eugene Social Service Office:](#) (541) 689-6747 456 Hwy. 99N, Eugene [Eugene Service Station:](#) (541) 461-8688 450 Hwy. 99N, Eugene [First Place Family Center:](#) (541) 342-7728 1995 Amazon Pkwy, Eugene <http://www.svdps.us/get-help/> *Services:* Emergency rent help, free food boxes, clothing, furniture, appliances, household goods, loans of medical equipment, prescription medications, and transportation assistance.
- **Center for Community Counseling:** (541) 344-0620, Fax: (541) 345-1103 1465 Coburg Road Eugene, Oregon 97401 Office Hours: Mon. - Thurs. 9-3pm *Services:* Counseling. *Services are sometimes, but not always, available in Spanish.*
- **Centro Latino Americano (El Centro):** (541) 687-2667 944 W 5<sup>th</sup> Ave, Eugene <http://centrolatinoamericano.org/> *Services:* Translation and Interpretation, Social Services, Alcohol & Addictions, Community Mental Health, C.A.R.E. Youth and Family Services, Youth Mentoring, DACA/DAPA

- **Family Resource Center River Road/El Camino del Rio Elementary School:** website: <http://www.preventionlane.org/lane-county-family-resource-centers> email: Alicia Longoria, [longoria@4j.lane.edu](mailto:longoria@4j.lane.edu)
- **Family Support and Connections (Catholic Community Services):** (541) 345-3628 1025 G St., Springfield <http://www.ccslc.org/>
- **Immigrant Legal Resource Center (ILRC):** <https://www.ilrc.org/community-resources>  
Know Your Rights: <https://www.ilrc.org/know-your-rights-and-what-immigrant-families-should-do-now>
- **Lane Community College (information in Spanish):** Rosa Maria Bañuelos-Urbe: (541) 463-5688 website: <http://www.lanecc.edu/espanol/> Women in Transition: <https://www.lanecc.edu/gec/women-transition>
- **Latino Network:** <http://www.latnet.org/community-resources>
- **Refugio para Mujeres (Womenspace):** Crisis Line: 1-800-281-2800 Office Phone: (541) 485-6513 1577 Pearl St, Eugene <http://womenspaceinc.org/>
- **Sexual Assault Support Services (SASS):** (541) 484-9791 Crisis: (541) 343-7277 1-800-788-4727 591 W 19<sup>th</sup> Ave, Eugene <http://sass-lane.org/>
- **University of Oregon Child and Family Center:** (541) 346-4910 1600 Millrace Dr., Suite 106 Eugene, OR 97403-1995 <https://psi.uoregon.edu/child-and-family-center> *Services:* Provide assessment and intervention for families. *Services are often, but not always, available in Spanish.*
- **University of Oregon HEDCO Clinic:** (541) 346-0923 HEDCO Clinic, 1655 Alder St, Suite 170, Eugene <https://education.uoregon.edu/admin-unit/hedco-clinic> *Services:* Couple, family, & individual therapy; sliding scale. ***Sometimes, but not always, available in Spanish.***
- **Volunteers in Medicine Clinic:** (541) 685-1800 2260 Marcola Rd, Springfield *Services:* Medical and Behavioral Health Counseling. Translators available.
- **Additional Resources from the website of Amigos Multicultural Center:**  
Parenting Now Website of Bilingual Services: <https://parentingnow.org/wp-content/uploads/2016/03/2016-PN-Spanish-web-revised.pdf>  
ACLU of Oregon Lane County Chapter: <https://www.aclu.org/other/lane-county-or>  
City of Eugene Equity and Human Rights Center: <http://www.eugene-or.gov/diversity>  
City of Eugene Human Rights Commission: <http://www.eugene-or.gov/hrc>  
Civil Liberties Defense Center: <http://www.cldc.org/>  
Community Alliance of Lane County: <http://www.calclane.org/>

Eugene Human Rights City Project: <http://www.humanrightscity.com>  
Eugene/Springfield Solidarity Network/Jobs with Justice:  
<http://www.solidaritynetwork.org>  
Lane County Legal Services Programs: <http://www.lclac.org/>  
MEChA at University of Oregon: <https://blogs.uoregon.edu/mecha/>  
Parents and Friends of Lesbians and Gays: <https://www.pflag.org/>  
Trauma Healing Project: <http://www.healingattention.org/>  
University of Oregon Center for Latino/a and Latin American Studies:  
<http://cillas.uoregon.edu/>

### **State of Oregon:**

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

### **National:**

National Council of La Raza: <https://www.unidosus.org/>  
National Immigration Law Center: <http://www.nilc.org/>  
National Network for Immigrant and Refugee Rights: <http://www.nnirr.org/>  
United Farm Workers of America: <http://www.ufw.org/>  
U.S. Human Rights Network: <http://www.ushrnetwork.org/>

## **STUDENT SAFETY & WELL-BEING**

- **Office of Affirmative Action & Equal Opportunity:** 677 E 12<sup>th</sup> Ave, Suite 452, Eugene (541) 346-3123 [aaeoinfo@uoregon.edu](mailto:aaeoinfo@uoregon.edu) <https://aaeo.uoregon.edu/>
- **Office of the Dean of Students:** *Emergency Response Numbers* · <https://dos.uoregon.edu/help>
- **SafeRide:** 541-346-7433 <http://pages.uoregon.edu/saferide/>
- **University of Oregon Bias Reporting and Student Support Services:** Non-Emergency Discrimination or Bias Incident Report. Report online: [https://cm.maxient.com/reportingform.php?UnivofOregon&layout\\_id=104](https://cm.maxient.com/reportingform.php?UnivofOregon&layout_id=104)

- **University of Oregon Police Department:** Emergency: 9-1-1 Non-Emergency 541-346-2919 <http://police.uoregon.edu/>
- **University of Oregon Safety:** <http://admissions.uoregon.edu/studentlife/safety>  
Information about call boxes, lighting on campus, policing, safe ride shuttle, safety escorts, vehicle assistance

## DOMESTIC VIOLENCE & SEXUAL ASSAULT

- **CAFA (Christians as Family Advocates):** (541) 686-6000 921 Country Club Rd, Suite 222, Eugene <http://www.cafaweb.com/>
- **Campus Sexual Assault Support:** 24-hour hotline: 541-346-SAFE <http://safe.uoregon.edu/>  
Call to speak to a counselor who can connect you to confidential resources
- **Lane County Legal Aid & Advocacy Center:** (541) 485-1017 376 E 11<sup>th</sup> Ave, Eugene <http://www.lclac.org/>
- **Lane County Law and Advocacy Center (legal services for low income Lane County residents):** (541) 485-1017 376 E 11<sup>th</sup> Ave, Eugene, OR 97401 <http://lclac.org/>
- **Sexual Assault Support Services (SASS):** (541) 484-9791, **Crisis:** (541) 343-7277, 1-844-404-7700 591 W 19<sup>th</sup> Ave, Eugene <http://sass-lane.org/>
- **Victim Services Program (Lane County):** (541) 682-4523 125 E 8<sup>th</sup> Ave, Room 400, Eugene <https://www.lanecounty.org/cms/One.aspx?portalId=3585881&pageId=4027769>
- **Womenspace:** Crisis Line: 1-800-281-2800, Office Phone: (541) 485-6513 1577 Pearl St, Eugene <http://womenspaceinc.org/>

## BASIC NEEDS (rent, utilities, food)

- **Catholic Community Services (CCS):** (541) 345-3628 Eugene: 1464 W 6<sup>th</sup> Ave Springfield: 1025 G St. *Services:* Food boxes, diapers, personal hygiene products, prescription assistance, utility assistance, rent assistance, bus tokens
- **Centro Latino Americano (El Centro):** (541) 687-2667 944 W 5<sup>th</sup> Ave, Eugene <http://centrolatinoamericano.org/> *Services:* Translation and Interpretation, Social Services, Alcohol & Addictions, Community Mental Health, C.A.R.E. Youth and Family Services, Youth Mentoring, DACA/DAPA
- **Eugene Mission:** (541) 344-3251 1542 W 1<sup>st</sup> Ave, Eugene <http://eugenemission.org/>  
*Services:* housing, meals, case management, storage

- **Eugene Salvation Army Family Services:** (541) 343-3328 640 W 7<sup>th</sup> Eugene <http://eugene.salvationarmy.org/> *Services:* Food boxes, holiday meals, thrift stores, personal hygiene items, assistance applying for federal and state government help (WIC, food stamps, housing)
- **EWEB Utility Assistance Programs:** (541) 685-7000 Lane County HSC: (541) 682-3378 <http://www.eweb.org/assistance> *Services:* Financial aid to help low-income customers pay for utility bills offers military and unemployment assistance
- **Food for Lane County (FFLC):** Main Office: (541) 343-2822 call for food box sites The Dining Room (Hot meal site): 270 W 8<sup>th</sup>, Eugene *Services:* emergency food boxes, no-cost meal site for people who are low income who are hungry or at risk of hunger, gardens, nutritional education programs, summer lunches for children <https://foodforlanecounty.org/get-help/>
- **Food not Bombs:** (530) 521-4991 [http://foodnotbombs.net/new\\_site/](http://foodnotbombs.net/new_site/) Square, Fri 3:00pm
- **Homes For Good (formerly Housing and Community Services Agency of Lane County [HACSA]):** Eugene (541) 682-3755 177 Day Island Rd Springfield (541) 682-4720 300 W Fairview Dr <https://homesforgood.org/> *Services:* Safe, affordable housing for low-income families, seniors, and people with disabilities
- **Hosea Youth Services (for those 22 and under):** (541) 344-5583 834 Monroe, Eugene <http://www.hoseayouth.org/> *Services:* Showers, laundry facilities, food, clothing
- **Looking Glass:** New Roads Program (541) 686-4310 941 W 7<sup>th</sup> Ave, Eugene Crisis Line: (541) 689-3111 Station 7: (541) 689-3111 2485 Roosevelt Blvd, Eugene Rural Program (serving Cottage Grove): (541) 767-3823 <http://www.lookingglass.us/> *Services:* Counseling, education & vocation, runaway & homeless services, residential services, outpatient adolescent recovery, alternative education programs, diversion program, pathway girls program, youth shelter
- **Oregon Department of Human Service Online Application for Food Benefits:** <https://www.oregon.gov/DHS/ASSISTANCE/FOOD-BENEFITS/Pages/eligibility-apply.aspx> (also explains student eligibility) *Services:* Food benefits for eligible, low-income individuals & families
- **Shelter Care Housing, Health and Wellness program:** Main office: (541) 686-1262 <http://www.sheltercare.org/what-we-do/emergency-services/> *Services:* Emergency shelter, support and advocacy for families with children who are homeless.
- **St. Vincent de Paul Society Social Services:** Admin Office: (541) 687-5820 2890 Chad Dr Eugene Social Service Office: (541) 689-6747 456 Hwy 99N, Eugene Eugene Service Station: (541) 461-8688 450 Hwy 99N, Eugene First Place Family Center: (541) 342-7728 1995 Amazon Pkwy, Eugene <http://www.svdnp.us/get-help/> *Services:* Emergency rent

help, free food boxes, clothing, furniture, appliances, household goods, loans of medical equipment, prescription medications, and transportation assistance.

- **Student Food Pantry: Bring your UO ID!** 1329 E 19th Ave <http://www.uoecm.org/the-student-food-pantry.html> Thur 4:00-6:00pm

## CLOTHING

- **Adventist Community Center:** (541) 746-7071 1546 N 12<sup>th</sup> Springfield T 10:00-12:00
- **Clothing Room Springfield:** (541) 746-5624 Companionate Ministry, 1761 E St, Springfield Tue, Thur, Fri, 10:00-3:00, Wed 11:00-3:00
- **Eastside Clothes Closet:** Eastside Faith Center, 95 Centennial Loop, Eugene 1<sup>st</sup> & 3<sup>rd</sup> Tue 1:00-3:00, Every last Thur 7:00-8:30 pm
- **Eugene Mission:** (541) 344-3251 1542 W 1<sup>st</sup> Ave, Eugene <http://eugenemission.org/>
- **Eugene Salvation Army:** (541) 343-3328 640 W 7<sup>th</sup> Eugene Mon-Thur 8:30am-12:00pm, 1-3:30, Fri 8:30am-12:30pm <http://eugene.salvationarmy.org/>
- **Helping Hand Room:** (541) 344-1425 1<sup>st</sup> Christian Church, 1166 Oak St, Eugene Tue & Thur 12:00-2:00pm <http://heartofeugene.org/wordpress/services-we-offer/>
- **Springfield Salvation Army:** (541) 747-6229 1275 Mill St, Springfield M-F 9:00-12:00 <http://springfieldor.salvationarmy.org/>
- **St. Vincent de Paul:** (541) 689-6747 456 Hwy 99N, Eugene Mon, Tue, Thur, F 10:00am-12:30pm, 1:30-4:00pm <http://www.svdp.us/get-help/>
- **White Bird:** (541) 342-8255 341 E 12<sup>th</sup> Ave, Eugene, Free Box Mon-Sun 8:00am-10:00pm <http://whitebirdclinic.org/>

## MEDICAL AND DENTAL

- **Charnelton Community Clinic:** (541) 682-3550 151 W 7<sup>th</sup> Ave, Eugene <https://www.lanecounty.org/cms/one.aspx?pageId=4133182>
- **Lane Community College Dental Clinic:** (541) 463-5206 2460 Willamette St, Eugene <https://www.lanecc.edu/dentalclinic>
- **Oregon Prescription Drug Program:** 1-800-913-4284 <http://www.oregon.gov/OHA/pharmacy/OPDP/Pages/index.aspx>

- **Planned Parenthood:** 1 (800) 230-PLAN Eugene: (541) 344-9411 3579 Franklin Blvd, Eugene Danebo: (541) 463-9731 793 Danebo Ave, Eugene  
<https://www.plannedparenthood.org/health-center/oregon/eugene/97403/eugene-springfield-health-center-4735-91380>
- **Ride Source:** (541) 682-5566 or TTY 7-1-1 or 1 (877) 800-9899 240 Garfield, Eugene  
<https://www.ltd.org/ridesource/> ADA transportation for folks with disabilities
- **Riverstone Clinic:** (541) 682-3550 1460 G St, Springfield  
<https://www.lanecounty.org/cms/one.aspx?pageId=4133182>
- **University of Oregon Health Center:** 541-346-2770 General medical care, pharmacy, laboratory, dental clinic, x-ray facility, physical therapy/sports medicine  
<http://healthcenter.uoregon.edu/>
- **Volunteers in Medicine:** 541-685-1800 2260 Marcola Rd, Springfield <https://vim-clinic.org/>
- **White Bird Dental & Medical Clinic:** Dental: (541) 344-8302 Medical: (541) 484-4800 1400 Mill St, Eugene <http://whitebirdclinic.org/>

## MENTAL HEALTH

- **Center for Community Counseling:** (541) 344-0620 1465 Coburg Rd, Eugene Counseling for uninsured adults, sliding scale <http://ccceugene.org/>
- **Center for Healthy Relationships:** (541) 346-0923 1655 Alder St, #170, Eugene  
<https://education.uoregon.edu/admin-unit/hedco-clinic>
- **Centro Latino Americano:** (541) 687-2667 544 W 5<sup>th</sup> Ave, Eugene  
<http://centrolatinoamericano.org/>
- **Looking Glass Community Services:** (541) 484-4428 260 East 11<sup>th</sup> Ave, Eugene  
<http://www.lookingglass.us/>
- **NAMI (National Alliance on Mental Illness):** (541) 343-7688 2411 Martin Luther King Jr. Blvd, Eugene <http://namilane.org/>
- **Options Counseling:** Eugene: (541) 687-6983 1255 Pearl St, Suite 102, Eugene  
Springfield: (541) 762-1971 175 West B St, Building D, Springfield <http://options.org/>

- **University Counseling and Testing Center (UCTC):** 541-346-3227 (business & after-hours crisis support line) Health, Counseling, & Testing Center Bldg, 2nd floor, 1590 E 13th Ave, Eugene <http://counseling.uoregon.edu/> *Services:* Individual therapy, self-help, groups, crisis counseling, eating disorder services, substance abuse services, transgender support, consultations.
- **Veteran's Administration Behavioral Health:** (541) 465-6918 190 East 11<sup>th</sup> Ave, Eugene <https://www.va.gov/directory/guide/facility.asp?ID=597>
- **White Bird Eugene Counseling:** (541) 342-8255 341 E 12<sup>th</sup> Ave, Eugene <http://whitebirdclinic.org/>
- **White Bird Crisis Intervention:** (541) 687-4000 <http://whitebirdclinic.org/crisis>

### ALCOHOL, DRUG, TOBACCO & GAMBLING TREATMENT

- **Chrysalis (White Bird):** (541) 683-1641 350 E 11<sup>th</sup> Ave., Eugene <http://whitebirdclinic.org/chrysalis-behavioral-health/>
- **Emergence Addiction & Mental Health Services:** Gambling Helpline: 1-877-MYLIMIT Eugene: (541) 687-9141 Springfield: (541) 746-4041 [www.4emergence.com](http://www.4emergence.com)
- **Oregon Tobacco Quit Line:** 1-800-QUIT-NOW or 1-800-784-8669 <https://public.health.oregon.gov/PreventionWellness/TobaccoPrevention/GetHelpQuitting/Pages/oregonquitline.aspx>
- **Willamette Family Treatment Services:** Rapid Access Center (541) 762-4300 <https://www.wfts.org/>

### PARENTING

- **Center on Teaching and Learning (CTL):** Education Annex, 922 E 16th Ave (541) 346-4314 <https://ctlreadingclinic.uoregon.edu/>
- **Child and Family Center (CFC):** 1600 Millrace Dr., Suite 106, Eugene (541) 346-4910 <https://psi.uoregon.edu/child-and-family-center>
- **Family Connections of Lane and Douglas County:** Childcare referrals: 1-800-222-3290, (541) 463-3954 4000 E. 30<sup>th</sup> Ave, Bldg 24, Eugene <https://www.lanecc.edu/qcc/contact-us>
- **Family Resource Centers:** Eugene: (541) 790-7200 various locations, call or visit website: [www.preventionlane.org/parents-frcs.htm](http://www.preventionlane.org/parents-frcs.htm)



- **Family Support and Connections (Catholic Community Services):** Eugene: (541) 345-3628  
1464 W. 6<sup>th</sup> Ave, Eugene   Springfield: (541) 345-3628   1025 G St., Springfield  
<http://www.ccslc.org/>
- **Head Start/ Early Head Start:** Admin Office: (541) 747-2425   221 B St, Springfield  
Various sites in Lane County. <https://www.hsolc.org/>
- **Parenting Now!:** (541) 484-5316   86 Centennial Loop, Eugene   <https://parentingnow.org/>  
Online List of Resources: <https://parentingnow.org/wp-content/uploads/2016/03/2016-PN-English-web-revised.pdf>
- **Relief Nursery:** Eugene: (541) 343-9706   1720 W 25<sup>th</sup> Ave, Eugene   Springfield: (541) 485-0007   850 S 42<sup>nd</sup> St., Springfield   <http://www.reliefnursery.org/>