

**Department of Human Services
California State University, Fullerton**

**Fieldwork Program
Policy and Procedure Manual**

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Introduction

Fieldwork Policy and Procedure Manual

The Fieldwork Policy and Procedure Manual is designed to chronicle the Fieldwork experience within the Human Services Program at California State University, Fullerton. It is a guide, not only for students, but for Fieldwork Instructors, Fieldwork Supervisors and the Fieldwork Office. This manual includes: (1) background on the Department of Human Services; (2) fieldwork roles and responsibilities; (3) information on the placement process; (4) information on the fieldwork experience and (5) professional development issues. This mission is consistent with both the philosophy of the College of Health and Human Development and the mission of California State University, Fullerton.

Background of the Human Services Department

The Department of Human Services at California State University, Fullerton has been accredited by the National Council on Standards in Human Services Education since 1983. The Department's mission statement is as follows:

“Through the application of theory, research, and self-reflection, the Human Services Department prepares students to serve diverse individuals, families and communities.

This mission is consistent with the College of Health and Human Developments' philosophy which states:

“the mission of the College of Health and Human Development is to prepare students to thrive in a globalized era in their chosen field. We provide education, conduct research, and engage diverse communities to advance human health, development, and well-being.

In addition, the Department of Human Services supports California State University, Fullerton's mission statement which is that”

Learning is preeminent at California State University, Fullerton. We aspire to combine the best qualities of teaching and research universities where actively engaged students, faculty and staff work in close collaboration to expand knowledge. Our affordable undergraduate and graduate programs provide students the best of current practice, theory, and research, and integrate professional studies with preparation in the arts and sciences. Through experiences in and out of the classroom, students develop the habit of intellectual inquiry, prepare for challenging professions, strengthen relationships to their communities and contribute productively to society.

We are a comprehensive, regional university with a global outlook, located in Orange County, a technologically rich and culturally vibrant area of metropolitan Los Angeles. Our expertise and diversity serve as a distinctive resource and catalyst for partnerships with public and private organizations. We strive to be a center of activity essential to the intellectual, cultural and economic development of our region.

The Bachelor of Science in Human Services (HUSR) is a carefully articulated program providing both the academic and experiential background for the student seeking a career serving individuals, families, and the larger community. It is an application-oriented major, based on a synthesis of knowledge from the biological and social sciences and applied methodologies of prevention and intervention. HUSR graduates are prepared to respond in an informed way to identifiable needs, bringing together self-awareness, a humanistic and generalist orientation, and skill development through self-exploration, experiential activities, and field work.

There are seven advisement tracks of study within the Department of Human Services: (1) Mental Health; (2) Administration and Community Practice; (3) Substance Abuse Treatment and Prevention; (4) Elementary Education; (5) Gerontology; (6) Persons with Disabilities; and (7) Individualized Track.

Mental Health Track

This track permits an emphasis in counseling and/or clinical social work, depending upon the student's educational and career goals. It prepares students for entry-level positions in a variety of settings and for graduate work in counseling, social work, clinical psychology, or marriage and family therapy. Students planning to enter a graduate program should become familiar with the prerequisites for their specific program.

Administration and Community Practice

This track prepares students for entry-level positions in non-profit and community based agencies, in the area of management, developing and implementing policies and procedures, as well as a variety of other administrative positions. For students wishing to pursue graduate study in social work administration and policy, community organization, and planning to enter one of these graduate programs should become familiar with the required prerequisites for their specific graduate program.

Substance Abuse Treatment and Prevention

This advisement track offers courses for students planning to work with drug/alcohol dependent clients and their families, as well as the field of substance abuse education and prevention. Once students complete a bachelor's degree in Human Services with this track, they are eligible to take the California Association for Alcohol/Drug Educators Certification Exam.

Elementary Education

This track is for students who are planning careers in teaching at the elementary school level. One of the admission requirements for the multiple subject credential program is to establish subject matter competency by passing the Multiple Subject CSET. In order to strengthen weak academic areas, students are advised to take courses in subject areas where they feel least prepared. Students may obtain further information regarding teaching credential requirements at the Center for Careers in Teaching (CCT) located in Education Classroom (EC-379). The CCT website www.fullerton.edu/cct provides detailed information about the CSET and other credential admission requirements.

Gerontology

This track serves as a valuable adjunct for students preparing to work with or indirectly with older persons. Job opportunities for students who have academic preparation in gerontology are available in community agencies servicing the older adult, long-term care facilities, and hospitals, senior citizen living facilities, and

community recreation and senior centers. Prerequisites to pursue a graduate degree in Gerontology are integrated into the advisement track and need to be planned with the academic advisor.

Persons With Disabilities

This track is designed for students who desire to serve, directly or indirectly, persons with disabilities and their families. It prepares students to work in a variety of community agencies. Academically, it assists in preparing students for entry into a special education teaching credential program and/or the master's degree in special education.

Individualized

Students may develop their own track in consultation with the Human Services Department Faculty Advisor.

Fieldwork Experience

Department of Human Services has a strong commitment to providing opportunities for students to integrate knowledge with practice. Human Services students intern in community agencies serving a broad range of clients from young children to the elderly, who have a variety of needs. Students are required to complete three semesters of Fieldwork, spending at least 120 hours per semester in their placement site. Students are supervised according to both individually developed learning goals and objectives and specific skills/issues related to their track (mental health, administration and community practice, substance abuse treatment and prevention, elementary education, gerontology, persons with disabilities, and individualized track) for a minimum of one hour per week. In addition to the 120 hours students are working in their Fieldwork placement each semester, they are enrolled in a seminar class that either meets on campus weekly, or via our online component. The on campus seminars meet two hours per week for the entire 15 week semester. Seminars provide the opportunity for students to reflect on their experiences in the field, integrate theory and knowledge,

discuss ways of improving services through integration and collaboration, and explore how they are as people and how their patterns of personality influence who they are as professionals.

Fieldwork Roles and Responsibilities

In order for the Fieldwork Program to accomplish its goals and objectives, it is important that a wide variety of people work together to ensure that students, clients, agencies, and the community receive the greatest possible benefit of this important component within the Department of Human Services. This section of the Policy and Procedure Manual discusses roles and responsibilities of those who are instrumental within the Fieldwork Program.

Fieldwork Coordinator

The Fieldwork Coordinator has the ultimate responsibility for maintaining the professional integrity of the Fieldwork Program. In this vein, the Fieldwork Coordinator: (1) sets policy and procedures (in collaboration with the Human Services Department Chair); (2) selects and supervises the undergraduate Fieldwork Office intern; (3) compiles reports on Fieldwork related issues; (4) develops and implements an agency supervisor orientation and training program annually in the spring semester; (5) follows up on potential agencies who want to become an approved site; (6) develops new fieldwork sites; (7) conducts agency visitation assessments to further strengthen the partnerships between the agency and the Human Services Fieldwork program and submits a summary of these assessments to the accrediting body every 5 years (8) updates the content of the Fieldwork Office website and Approved Agency Directory, including the agency required criteria for students to intern at the sites, each academic year; (9) intervenes in the event of "problem" placements or difficulties with students that cannot be resolved through the student, agency supervisor, and/or Fieldwork Seminar Instructor; (10) acts as a liaison between the Fieldwork Office and Department of Human Services, students, and community-based agencies; and (11) represents the

Fieldwork Program at the level of the College of Health and Human Development, the University, the community, and within state and national organizations.

Fieldwork Student Interns

Generally, there is one Human Services student completing his/her Fieldwork requirement as an intern in the Fieldwork Office Program in a given semester. This student is supervised by the Fieldwork Coordinator. Specifically, a student intern is responsible for: (1) assisting students with questions regarding fieldwork policies, and deadlines; (2) interfacing with off-campus agency supervisors, students, and faculty via telephone, writing, or in person; (3) assisting with the updates of the Approved Agency List on a regular basis; (4) developing flyers and other related material for Fieldwork Office; (5) working with the Fieldwork Coordinator to plan and coordinate either the agency supervisor orientation and/or Fieldwork Day; (6) entering student or agency data and working with the Fieldwork data base; and (7) assisting with revising and proofing of the Approved Agency Directory each spring semester.

Fieldwork Seminar Instructors

Fieldwork Seminar Instructors are the bridge between the Department of Human Services curriculum, the student, the agency supervisor, and the Fieldwork placement. The role of the Fieldwork Seminar Instructor is to help students integrate knowledge and practice through reflection and skill development. Specifically, Fieldwork Seminar Instructors are responsible for: (1) monitoring the students' placement through seminar meetings, paperwork, and phone calls with agency supervisors; (2) designing and implementing a seminar that meets the learning needs of Human Service students; (3) assisting interns with situations that may arise at internship sites, including, but not limited to, the filing of child/elder abuse reports, acting as a liaison between the site supervisor and the students in the event that there is an issue that they are unable to resolve (4) keeping the Fieldwork Office aware of any difficulties that arise with agencies or agency supervisors by completing a student complaint form and submitting it to the Fieldwork Coordinator for review; (5) notifying the Fieldwork Office of students

who have difficulties and/or may be perceived as inappropriate for a particular Fieldwork placement; and (6) submitting all paperwork to the Fieldwork Office in a timely manner.

Students in Fieldwork Placements

Students are responsible, not only to learn Human Service skills and integrate knowledge with practice, but to provide quality services to clients (clients to be defined by the particular agency). In addition, students are responsible for: (1) maintaining confidentiality; (2) ascribing to standards of professional ethics (see Appendix B); (3) completing all paperwork related to the Fieldwork experience; (4) evaluating agency and supervision at the end of the semester online; (5) actively participating in Fieldwork seminars; (6) completing course work required by Fieldwork Seminar Instructors; (7) conforming to agency expectations; (8) apprising the Fieldwork Seminar Instructor of their progress towards learning goals; (9) developing and accomplishing learning goals; (10) behaving in a professional manner; (11) being proactive in dealing with problems and/or issues; (12) securing a fieldwork site at least three weeks prior to the beginning of the semester; (13) completing a total of 120 hours of fieldwork during the semester they are enrolled in a seminar course (Exception: SSA students need to complete 60 hours of fieldwork) ; and (14) being active participants in their agency and professional development experiences. Students must pass HUSR 396, 495, and 496 with a “C” or better.

Agency Supervisors

Agency supervisors are responsible for ensuring that Fieldwork students are learning the skills of a competent Human Services professional, which includes: (1) working with the Fieldwork student to develop and accomplish learning goals; (2) providing ongoing and regular supervision (a minimum of 1 hour per week of: group or individual); (3) providing an agency orientation to students, to include: agency philosophy and limitations to be adhered to, code of conduct, supervision meeting time, expected role of the intern, and contact information for interns in case of emergency each semester; (4) attending an orientation/training session at California State University, Fullerton

when the agency is newly approved, when a supervisor is new, when there has been student complaints regarding lack of supervision, agency practices or duties assigned to students outside of their agreed upon role, or when the agency is unresponsive to a written warning or as needed; (5) completing all required paperwork in a timely fashion; (6) completing an evaluation of the student online at the end of each semester; (7) contacting the instructor or fieldwork coordinator if any problems arise with a student that cannot be resolved; and (8) keeping the Fieldwork Seminar Instructor apprised of the student's performance and professional development at least one time during the semester.

Department of Human Services Chair

The Chair of the Department of Human Services will be kept informed of progress within the Fieldwork Program by the Fieldwork Coordinator. In the event of an issue/concern that the Fieldwork Coordinator is unable to resolve, the Chair will be notified by the Fieldwork Coordinator and asked for assistance. The Department Chair is to be notified if any complaints are logged against a student or agency and what course of action was taken to resolve the issue. In addition, if issues/concerns arise regarding any illegal or unethical behavior while at an intern site, the Department Chair is to be notified immediately.

In an effort to work together to resolve any issues/concerns, the Department Chair will notify the Fieldwork Coordinator immediately, if any concerns/issues should arise regarding the Fieldwork Coordinator in terms of resolving agency or student issues, complaints regarding the Fieldwork office, or any fieldwork related issues relevant to the role of the Fieldwork Coordinator.

The Department Chair will have an annual meeting with the Fieldwork Coordinator to review the Fieldwork program and to set goals and objectives for the upcoming year. A written plan will be developed by the Department Chair, in collaboration with the Fieldwork Coordinator, to set a timeline for goals and objectives to be met each year. In terms of Fieldwork Seminar Instructors, the Chair is responsible

for (1) assigning instructors to particular course sections; (2) supervising their teaching; and (3) responding to student concerns regarding Fieldwork Seminar Instructors.

Placement Process

Placement process happens on two levels: the student level and the Fieldwork Office level. Each level will be described in this section. Ultimately, the placement process is a student driven process. This means that the student has the responsibility to find and secure an appropriate placement. An appropriate placement is an agency on the approved list and is available for review online at:

<http://hhd.fullerton.edu/HUSR/Fieldwork/agencydir/default.asp>, or in hard copy in the Fieldwork Office in EC-479. Petitioning to intern at an agency that is not on the approved agency list is not allowed.

Student Responsibilities in the Placement Process

Since this is a student driven process, this section is key to understanding the Fieldwork process. Well before the beginning of each semester, students should begin thinking about placements. This thinking is not only about where students would like the placement to be, but what they would like to learn and how that fits with both their career and educational goals.

Before Looking for a Placement

Before looking for a placement, it's important for students to think about what they would like to learn as well as how they learn best. Some questions students should ask themselves include:

1. What do I want to learn this semester?
2. How does what I want to learn fit with my academic goals?
3. How does what I want to learn fit with my career goals?
4. How do I learn best?
5. Where am I in my own development and what can I offer an agency?

6. What characteristics do I want in a supervisor?
7. In what type of environment do I want to work?
8. With what population do I want to work?

Setting Goals

It is important to set both short-term and long-term goals. A goal is what the student wants to accomplish. It is broad and can be seen as a vision. Short-term goals are related to a particular time period. In Fieldwork, a short-term goal may be what a student hopes to learn in a particular placement. A long-term goal may be what a student hopes to accomplish in their lifetime or it may be related to what they hope to learn through all of their Fieldwork placements. Setting goals before arranging a placement can help a student find the best possible placement. Setting goals ahead of time also helps formulate the Learning Agreement with the agency supervisor and Fieldwork instructor (the agreement becomes a discussion of the objectives -- how is the student going to accomplish their goals?). In terms of skill goals, Austin, Brannon, and Pecora (1984) identify three classifications of skills that are necessary to become a competent Human Services practitioner: (1) functional skills; (2) specific content skills; and (3) personal skills. Functional skills are generic skills and are necessary for a career in the Human Services field regardless of population, job function, or agency. Examples of functional skills are: record keeping, listening skills, and assessment skills. Specific content skills are those skills relevant for particular fields of practice. Examples of specific content skills when working with children in a school-setting include how to make referrals to Child Protective Services (CPS), the SARB (School Attendance Review Board), and how to do home visits. Personal skills are those skills people use in managing their interactions with others in the work situation. Personal skills include listening, encouragement, handling conflict, negotiation, and professionalism. When thinking about what students would like to get out of a placement, it's important to have an understanding of how they learn.

Aspirational Characteristics to look for in a Supervisor

The following are characteristics of a good supervisor: (1) knowledgeable, being both willing and able to teach; (2) approachable, being people oriented; (3) supportive by offering guidance and feedback; (4) good communication skills; (5) appreciative and encouraging; (6) sense of humor; (7) empathy and sincerity; (8) assigns meaningful work; (9) flexible in both scheduling hours and assigning tasks; (10) provides consistent, scheduled supervision on a weekly basis; and (11) team leader by helping fieldwork students feel like a part of the organization.

Aspirational Characteristics of a Fieldwork Student

The following are desirable traits of a fieldwork student (1) burning desire to learn; (2) professionalism; (3) authentic in terms of being honest and open; (4) good communication; (5) genuine interest in agency population; (6) flexibility; (7) open to struggles; (8) open to feedback; (9) initiative in terms of taking risks, self-motivated, and creative; and (10) willing to offer solutions, not just problems.

Approved Agencies

It is important that students' Fieldwork experience be at an approved agency. View the HUSR online directory to verify whether the site is approved at <http://hhd.fullerton.edu/husr/Fieldwork/agencydir.htm>. The hard copy of the Approved Agency Directory is updated about once a year however, the online version is more accurate and changes are made online immediately.

Selecting an Agency

After the student has selected several agencies from the approved list to interview, they should make an appointment with the contact person at that agency. Not only is the agency interviewing the student, but the student is interviewing the agency. If the contact person from the Approved Agency List is not the direct supervisor, the student should meet with the person who will be their direct supervisor before making a commitment to the agency. It is important to make sure that the student has a placement that will help

achieve their goals and provide the best possible environment for learning. Here are some questions which might be helpful to ask when a student meets with the different agencies:

1. What are the goals and purposes of your agency/organization?
2. What services are provided?
3. What is the typical role or duties of a fieldwork intern at your agency? What do you like most about having Fieldwork students at your agency?
4. How many hours per week is it expected that I work here? Is there a requirement on the number of semesters I need to commit to (i.e., is this a year-long placement)?
5. What kind of supervision will I get? Whom will I report to?
6. Tell me about the opportunities/requirements for training and staff development.
7. Is any travel involved? If yes, will I be reimbursed?
8. What are the strengths of your agency? Limitations?
9. What are the clearance procedures? Will I get reimbursed?

Once an agency has been selected, a firm commitment must be made with that agency and the supervisor. Then, the student should complete the e-Fieldwork Placement Form located online at: <http://hhd.fullerton.edu/husr/fieldwork/agencydir.htm>. Once the student completes this form online, they will be sent a confirmation email. This email shall be submitted to the fieldwork instructor within the first two weeks of classes beginning. Once a firm placement is arranged, no changes in the placement may occur without approval by the Fieldwork Coordinator.

Students who have registered for Fieldwork seminars but have not submitted the Fieldwork Placement verification email by the deadline will be subject to being administratively dropped from the course within two or three weeks from the beginning of the semester and not allowed to re-enroll unless prior written approval has been obtained from the Fieldwork Coordinator.

Year-long Placements

In many instances, the student begins to feel comfortable working in an agency, begins to have a relationship with their supervisor, and has a caseload at about the time the semester is either winding down or completed. There are also some agencies that require that a student remain involved over a longer time than one semester due to the population that is served (example: abused or abandoned children). Some agency supervisors, therefore, require students to spend two semesters working within the agency. Students should be made aware of the agency's requirement and only take the year placement if they are able to fulfill it. Students are not allowed to stay at the same agency for the third semester. Their third placement must be at a different site. These directions and policies are intended to help students successfully learn to negotiate the Fieldwork Program within the Department of Human Services, as well as to gain experience in meeting deadlines and following rules. While there may be some unforeseen emergencies that do not allow a particular student to complete the directions as stated, any exceptions can only be made by the Fieldwork Coordinator. It is strongly encouraged that the student notify the Fieldwork Office well in advance of the beginning of the semester if an exception is going to be requested. In addition, not all exceptions that are requested will be approved.

Fieldwork Office Responsibilities in the Placement Process

The Fieldwork Program is committed to helping students get the most from their Fieldwork experiences. In terms of the placement process, the Fieldwork office Intern is available during regularly scheduled office hours to assist students: (1) explore their academic and professional goals; (2) identify agencies which will aid in accomplishing those goals; and (3) discuss how to interview agencies. The Fieldwork Office also plans and coordinates Fieldwork Day on a bi-annual basis where approved agencies visit campus to recruit students.

The Fieldwork Office is responsible for ensuring that students are in placements that are on the Approved Agency List.

In addition, the Fieldwork Office is responsible for developing new sites in the surrounding areas in-and-outside of Orange County. Students may recommend that a site to be considered for approval. The Fieldwork Coordinator will contact the agency to ascertain if the placement is a good fit and will send out an agency application for approval. The agency will go through the screening and approval process and if approved, will be added to the approved list.

Finally, the Fieldwork Office is responsible to ensure that a wide variety of agencies are represented on the Approved Agency List.

The Supervised Internship Course Experience

The supervised internship experience involves fieldwork course instructors, students, and agency supervisors who work together to promote a successful and positive internship experience as well as to apply human services knowledge and skills covered in the classroom. Each internship course experience (i.e., 396, 495, and 496) is progressive in terms of skill development and course content. Students are required to spend a minimum of 120 hours per semester in their fieldwork internship site. Approximately 20 hours can be allotted for agency training and/or orientation (exceptions are determined on a case-by-case basis) and can be completed up to one month prior to the semester the course will be taken.

Student Responsibilities During the Supervised Internship Experience

There are four requirements that students complete in each fieldwork internship course (HUSR 396, 495, 496): (1) to successfully complete a minimum of 120 hours of agency internship experience and supervision; (2) to successfully complete the fieldwork seminar; (3) to develop and/or sustain a professional image; and (4) to provide the fieldwork course instructor with ongoing information about the internship experience. The grade of Incomplete for not completing the work assigned in (396,495, 496) will be given under emergency conditions. Students need to contact their instructor about the reason for taking an Incomplete in the course and give him/her an update of their progress. It is the responsibility of the student to turn in paperwork once the 120 hours

have been completed. In addition to the Hourly Recording Form, students ask their supervisor to submit an on-line copy of the Supervisor Evaluation of Student at the end of the semester. Students who have received an Incomplete grade for an internship will not be allowed to register for the next course in the sequence of internship courses until the Incomplete grade has been changed to a passing grade. Student must make copies of these documents for their own personal safe keeping should they need verification for any reason in the future.

Required Documents for Successful Completion of Internship Fieldwork Hours

The required internship paperwork to be turned in to the Fieldwork Instructor is: (1) the **Participation Guidelines form** (2) the **Learning Agreement** in conjunction with the agency supervisor; (3) the **Student Hourly Recording Form** with 120 hours minimum of supervised internship experience that is signed by the agency supervisor; (4) the **Evaluation of the Student by the Agency Supervisor**. The student needs to receive a minimum rating of "satisfactory" in the evaluation of their performance by the agency supervisor; (5) the **Student's Evaluation of the Agency Supervisor and the Agency**; (6) the **Student's Evaluation of the Human Services Fieldwork Office**. These three evaluations are completed online.

All forms and instructions are found at
<http://hhd.fullerton.edu/husr/Fieldwork/FieldworkPacket/index.htm>

The following is a brief description of each form:

1. E-Fieldwork Placement Form - form detailing the student's placement, semester taken and course information
2. Participation Guidelines- form releasing the university of liability
3. Learning Agreement- form students and agency supervisor complete outlining duties/tasks to be completed throughout the semester. This form requires signatures from the student, site supervisor, and fieldwork course instructor.

4. Student Hourly Recording Form - form used to record the completion of 120 fieldwork hours. A supervisor's signature is required and due by the end of the semester.
5. Evaluation of the Student by the Agency Supervisor –online evaluation that the site supervisor completes at the end of the semester to evaluate the student's overall fieldwork performance.
6. Student's Evaluation of the Agency Supervisor and the Agency – online evaluation that students completes at the end of the semester to evaluate their supervisor and agency experience.
7. Student's Evaluation of the Human Services Fieldwork Office – online evaluation that students complete to evaluate the quality of services by Fieldwork Coordinator and staff.
8. End of Semester Evaluation and Verification Form – form that agency supervisor completes indicating that the online evaluation and overall rating of student's performance has been submitted. Students are to complete final portion of this form once all online evaluations have been submitted by them and turn-in a copy to Fieldwork Course Instructor.

The Learning Agreement

The Learning Agreement completed by the student, agency supervisor, and fieldwork course instructor is the cornerstone of the internship experience and serves as the guide to structure the student's internship experience. It needs to include learning goals and objectives related to the skills the student will practice during the semester. The Learning Agreement needs to be sensitive to the student's maturity, learning style, skill level, stage of professional development, and level of self-awareness. Students are encouraged to be pro-active in their learning process and request tasks/duties that will help them develop new skills. The student and the agency supervisor need to negotiate and ensure that opportunities to accomplish the goals and objectives set forth in the Learning Agreement occur as listed. Students may want to review their Learning

Agreement periodically to verify that the learning goals are being completed. The agency supervisor and student can discuss changes to the contract and make them at any time. Both the student and agency supervisor should keep a copy of the revisions for their files.

Student Hourly Recording Form

The Student Hourly Recording form documents the time students spend in the agency and is turned in at the end of the semester. While the requirement is a minimum of 120 hours per semester, students must spend approximately 8 hours per week in their placement. The hourly recording form not only includes the times the student works directly with clients, but also reflects time spent doing paperwork, participating in supervision, orientation, training, and other related tasks. This form should be submitted directly to the Fieldwork Course Instructor at the end of the semester after 120 hours have been completed. The site supervisor needs to sign the form indicating the student has completed his/her hours. Failure to turn in the Hourly Recording Form will result in the student receiving an Incomplete grade for the course.

Evaluation of Student Performance by Agency Supervisor

Fieldwork Course Instructors monitor students' performance at their agency by telephone, email, and/or letter with the agency supervisor. Agency supervisors also need to contact the faculty with any questions or concerns. At the end of the semester, the agency supervisor must complete the online Evaluation of Student Performance. Instructions for completing the online evaluation are provided at the fieldwork website at: <http://hhd.fullerton.edu/husr/Fieldwork/FieldworkPacket/index.htm>.

Evaluation of Agency and Agency Supervisor by the Student

Students need to evaluate their agency and supervision experience at the end of the semester by completing the online Student Evaluation of Agency and Supervisor Form. Instructions for completing this online evaluation are provided at the fieldwork website at: <http://hhd.fullerton.edu/husr/Fieldwork/FieldworkPacket/index.htm>.

Evaluation of Fieldwork Office by the Student

Students need to evaluate the Fieldwork Office and staff at the end of the semester by completing the online Fieldwork Office Evaluation Form. Instructions for completing this online evaluation are provided at the fieldwork website at:

<http://hhd.fullerton.edu/husr/Fieldwork/FieldworkPacket/index.htm>

Provide Fieldwork Instructor with Ongoing Information about the Fieldwork Experience

Students are responsible to provide the Fieldwork Seminar Instructor with ongoing information about their fieldwork experience. This includes: (1) progress towards the Learning Agreement; (2) skills students are developing which may/may not be included in their Learning Agreement; (3) practice limitations that surface; (4) issues with the agency supervisor or the agency; and (5) any other issues, concerns and/or conflicts that surface.

Fieldwork Office Responsibilities to the Internship Courses

The Fieldwork Office monitors placements through the forms submitted by the Fieldwork Instructors. In the event that the student, agency supervisor, and Fieldwork Course Instructor cannot successfully resolve a problem, the Fieldwork Office, the Course Instructor, and the Department Chair monitor the agency and supervision of student.

Fieldwork Problems

Problems with Placements and/or Agency Supervisors

On rare occasions a student has a placement that can be considered problematic. This may be because there is a lot of turnover in the agency, there is a lack of supervision, students have a difficult time getting the hours they need, or ethical issues may arise. It is imperative in these situations that the Fieldwork Office be apprised of potential problems immediately. The Fieldwork Office will intervene only in the event that the problem cannot be resolved by the Fieldwork Instructor and student. However, the

Fieldwork Coordinator needs to be informed at the beginning of the difficulty rather than when it has reached the crisis point. A Student Concern Form [see appendix C] needs to be completed by the student to document the problem. If the problem does not get resolved in a timely fashion, students then need to notify their Fieldwork Course Instructor. This form outlines recommended steps to correct the problem. A deadline date will be established and if efforts to resolve the problem fail, a decision to terminate the agency will be made by the Fieldwork Coordinator and the Department Chair of Human Services. A letter of termination signed by the Fieldwork Coordinator and the Department Chair will be sent to the agency. The Fieldwork Coordinator will remove the listing from the database and from all agency directories in the Fieldwork office.

Problems with Students

On rare occasions, there are students who are identified as having "problems." This identification may come from the agency supervisor, the Fieldwork Course Instructor, other HUSR faculty, and/or the Fieldwork Coordinator. It is important that the Fieldwork Coordinator be notified at the onset of any potential problems with students. Consistent with problems with agencies and/or agency supervisors, the Fieldwork Coordinator works with the faculty and Department Chair to resolve the problem.

If an agency supervisor contacts the Fieldwork Office about a complaint or a problematic student, the following procedures are to be followed: (1) When a complaint is communicated to the Fieldwork Office staff/Coordinator, write a very clear, detailed description of the complaint, the problematic behaviors of the student, and the time frame of the problematic behaviors. The name of the student needs to be determined within one business day; (2) Contact and inform the Human Services department chair about the complaint as soon as possible. Provide the written description of the complaint, the name of the agency, and contact person's phone number and email address; (3) Contact and inform the instructor of the internship class about the complaint as soon as possible. Provide the written description of the complaint, the name of the agency, and contact person's phone number and email address; (4) Given the factors involved in the problem situation at the internship site, the department chair and instructor will develop an intervention plan. The intervention plan will be

communicated with the Coordinator of the Field Office, and will be implemented with the collaboration of the supervisor at the human services agency at which the problematic student is serving as intern.

Problems with Fieldwork Course Instructors

In the event that a student, agency supervisor, or the Fieldwork Coordinator identifies a problem with a Fieldwork Course Instructor they should: (1) discuss the problem with the Fieldwork Course Instructor; (2) request a conflict resolution meeting with the Fieldwork Coordinator; and (3) if no resolution can be made, the Chair of the Department of Human Services should be notified.

Problems with Fieldwork Coordinator

In the event that a student, agency supervisor, or Fieldwork Course Instructor identifies a problem with the Fieldwork Coordinator, they should discuss the problem with the Fieldwork Coordinator and if not resolved, the Department Chair will become involved in the conflict resolution process.

APPENDIX A

Academic Tracks within the Department of Human Services

The requirements for the Human Services major consist of 54 units, including 36 units of required core courses and 18 units in an advisement track. It is important to take the core classes in sequence as many HUSR courses have prerequisites. It is advised that the following core classes be completed prior to pursuing courses in the advisement track: (1) HUSR 201 (Introduction to Human Services); (2) HUSR 380 (Theories and Techniques of Counseling); (3) HUSR 411 Delivery to Communities, and (4) HUSR 310 (Case Management). It is highly recommended that the student work with the Academic Advisor to develop an individualized study plan in order to complete the degree in an efficient and timely manner. There are six primary advisement tracks in the Human Services major that consist of the following: Mental Health, Administration and Community Practice, Substance Abuse Treatment and Prevention, Elementary Education, Gerontology and Persons with Disabilities.

GUIDELINES FOR THE MENTAL HEALTH TRACK

Under the umbrella of the mental health track, students will be taking courses with an emphasis in counseling and/or social work. Depending upon the student's graduate school plans and/or career goals, courses will be selected that will most appropriately meet these needs. This track is aimed at providing students with a theoretical and applied emphasis on individual, family, and group mental health functioning. This mental health track is designed to prepare students for entry level positions in an array of agencies, institutional, and community settings and for graduate work in areas such as counseling, clinical social work, and marriage and family therapy. Students who expect to enroll in one of these graduate specialties are strongly advised to become familiar with any prerequisite courses for the specific graduate program they plan to attend, since these courses can be built into the eighteen (18) units required in the advisement track.

There is one required course in this track: HUSR 300 Character and Conflict (3 units). Because this course is a general education class for non majors and is in high demand, it is suggested that the student take this class as soon as possible. The courses in this advisement track should be selected in consultation with the Human Services

Academic Advisor and based on the student's educational and career goals. A study plan should be approved before the student enrolls in the courses.

The 15 remaining advisement track units can be chosen from the following courses:

(1) HUSR 318 Immigrants and Refugees; (2) HUSR 400 Ethical and Professional Issues; (3) HUSR 410 Crisis Intervention, 4) HUSR 415 Treatment Issues in Drug Addiction;(5) HUSR 425T* Contemporary Issues in Human Services;(6) HUSR 430 Child Abuse; (7) HUSR 450 Theory and Practice of Group Counseling; (8) HUSR 465 Human Service Delivery to Latinos; (9) HUSR 475 Human Services Policy and Practice; (10) HUSR 480 Case Analysis and Intervention Techniques;(11) HUSR 490 Practicum in Group Leadership (this may also be used in lieu of two fieldwork classes by permission of the 490 instructor..

With prior approval of an advisor, other courses may be Included in this advisement track. Certain graduate programs require various classes as prerequisites for admission. Students should see the Human Services advisor regarding these classes if they plan to apply for graduate school.

* Topics include: Gender Issues, Serving the Homeless, Intimate Partner Violence.

GUIDELINES FOR THE ADMINISTRATION AND COMMUNITY PRACTICE TRACK

This track is designed to provide students with a theoretical and conceptual understanding of how system-level factors can affect the functioning and well-being of individuals, families, groups, and communities. It emphasizes the impact of programs and policies on a variety of target groups and explores intervention strategies aimed at

enhancing or restoring the capacity of individuals, families, and communities to function effectively.

Students with interest in areas such as human resource development in profit and non-profit agencies or in private industry; program development and training, agency administration, community advocacy and practice, and policy analysis would complete this track. This track would prepare students wishing to pursue graduate education in Social Work administration and policy, community organization and planning, public administration, and management. Students who expect to enroll in one of these graduate programs are strongly advised to become familiar with any prerequisite courses for the specific graduate program, since these courses can be built into the eighteen (18) units required in the advisement track.

The courses in your advisement track should be selected in consultation with the advisor and based on your educational and career goals. A study plan should be approved before the student enrolls in the courses. A minimum of 9 units are required from the following courses: (1) HUSR 350 Leadership and Personal Development; (2) HUSR 400 Ethics and Professional Issues;

(4-3) HUSR 420 Human Services Management; and (4) HUSR 475 Human Services Policy and Practice. Other courses which may be included in this advisement track as electives include: (1) HUSR 300 Character and Conflict; (2) HUSR 318 Immigrants and Refugees; (3) HUSR 410 Crisis Intervention; (4) HUSR 415 Treatment Issues in Drug Addiction; and (5) HUSR 430 Child Abuse. In addition to the related electives above, students may also, with approval from the advisor, select other Human Services elective courses.

GUIDELINES FOR THE SUBSTANCE ABUSE TREATMENT AND PREVENTION TRACK

This advisement track offers courses for students planning to work with drug/alcohol dependent clients and their families or in the area of education and/or prevention. Once students complete a bachelor's degree in Human Services with this

track, they are eligible to take the California Association for Alcohol / Drug Educators Certification Exam.

The required 18 units of courses include: (1) HESC 321 Drugs and Society; (2) HUSR 300 Character and Conflict; (3) HUSR 415 Treatment Issues in Substance Abuse; (4) HUSR 434 Physiological Effects of Alcohol & Other Drugs; (5) HUSR 435 Alcohol and Other Drugs: Prevention and Education **OR** HUSR 437 Co-occurring Disorders; and (6) HUSR 436 Dynamics of Substance Abuse Treatment in Families.

GUIDELINES FOR THE ELEMENTARY EDUCATION TRACK

This track is for students who are planning careers in teaching elementary school. One of the admission requirements for the multiple subject credential program is to establish subject matter competency by passing the Multiple Subject CSET. In order to strengthen weak academic areas, students are advised to take courses in subject areas where they feel least prepared. Students may obtain further information regarding teaching credential requirements in the Center for Careers in Teaching (CCT) located in Humanities 113 (657-278-7130). The CCT website www.fullerton.edu/cct provides detailed information about the CSET and other credential admission requirements. The courses listed below will assist students in preparing for the CSET.

The 18 advisement track units can be chosen from the following courses:
(1) ART 380 Art and Child Development; (2) DANC 471 Creative Dance for Children;
(3) ENG 341 Children's Literature; (3) **OR** THTR 311 Oral Interpretation of Children's Literature; (4) KNES 386 Movement and the Child; (5) MATH 303 A/B Fundamental Concepts of Elementary Math; (6) MUS 433 Music in Childhood; (7) BIOL 453 Life Science Concepts; (8) GEOL 410 Physical Earth/Space Systems; and (9) THTR 402A Dramatic Activities for Children.

GUIDELINES FOR THE GERONTOLOGY TRACK

This track serves as a valuable adjunct for students preparing to work directly or indirectly with older persons. Career opportunities for students who have academic preparation in gerontology are available in community agencies servicing the older adult, long-term care facilities, and hospitals, senior citizen living facilities, and community recreation and senior centers. Students who desire to pursue a graduate degree in Gerontology are strongly advised to become familiar with any prerequisite courses for the specific graduate program they plan to attend, since these courses can be built into the eighteen (18) units required in the advisement track.

The 18 advisement track units can be chosen from the following courses:

(1) ANTH 308 Culture and Aging; Anthropological Gerontology; (2) BIOL 306 Biology of Aging; (3) HUSR 412 Gerontology in Human Services; (4) KNES 353 Physical Activity and Lifelong Well-Being; (5) KNES 454 Physical Dimensions of Aging; (6) KNES 455 Functional Performance Assessment & Programming for Older Adults; (7) PSYC 362 Psychology of Aging; (8) HCOM 345 Communication and Aging; (9) SOCI 433 Aging and Social Services; and (10) SOCI 443 Sociology of Aging. Three of these courses are “required” and three are “electives”. Meeting with the academic advisor will enable the student to develop a plan that will satisfy the specific requirements for this track, as well as any prerequisites for a Master in Gerontology program.

GUIDELINES FOR THE PERSONS WITH DISABILITIES TRACK

This track is designed for students who desire to serve, directly or indirectly, persons with disabilities and their families. It prepares students to work in a variety of community agencies serving persons with disabilities. Academically, it assists in preparing students for entry into a special education teaching credential program and/or the master's degree in special education. The courses in this advisement track should be selected in consultation with the Human Services Academic Advisor and based on the student's educational and career goals. A study plan should be approved before you enroll in the courses.

The 18 advisement track units can be chosen from the following courses:
(1) SPED 371 Exceptional Individual; (2) SPED 462 Practices and Procedures in Special Education; (3) SPED 400 Early Childhood Special Education; (4) SPED 421 Working with Families of Individuals with Disabilities (Pre-requisite SPED 371);
(5) SPED 463 Characteristics of Individuals with Mild-Moderate Disabilities **OR** SPED 464 Characteristics of Individuals with Moderate-Severe Disabilities; (6) HUSR 440 Abuse of Persons with Disabilities: Assessment and Evaluation; and (7) HUSR 445 Persons with Disabilities and Human Services Community Support Systems.

GUIDELINES FOR THE INDEPENDENT STUDY TRACK

This track is designed to meet the needs of students desiring to integrate another discipline into the Human Services Major program, in an effort to adequately prepare them to pursue a career not covered by the previous tracks. This track needs to be developed with the Human Services Academic Advisor, who will approve up to three (3) courses from another discipline, along with three (3) courses from the Human Services program, for a total of 18 approved advisement track units.

APPENDIX B

National Association of Human Services Code of Ethics Ethical Standards of Human Service Professionals

National Organization for Human Services Education
Council for Standards in Human Services Education

PREAMBLE

Human services is a profession developing in response to and in anticipation of the direction of human needs and human problems in the late twentieth century. Characterized particularly by an appreciation of human beings in all of their diversity, human services offers assistance to its clients within the context of their community and environment. Human service professionals and those who educate them, regardless of whether they are students, faculty or practitioners, promote and encourage the unique values and characteristics of human services. In so doing human service professionals and educators uphold the integrity and ethics of the profession, partake in constructive criticism of the profession, promote client and community well-being, and enhance their own professional growth.

The ethical guidelines presented are a set of standards of conduct which the human service professionals and educators consider in ethical and professional decision making. It is hoped that these guidelines will be of assistance when human service professionals and educators are challenged by difficult ethical dilemmas. Although ethical codes are not legal documents, they may be used to assist in the adjudication of issues related to ethical human service behavior.

THE HUMAN SERVICE PROFESSIONAL'S RESPONSIBILITY TO CLIENTS

STATEMENT 1: Human service professionals negotiate with clients the purpose, goals, and nature of the helping relationship prior to its onset as well as inform clients of the limitations of the proposed relationship.

STATEMENT 2: Human service professionals respect the integrity and welfare of the client at all times. Each client is treated with respect, acceptance and dignity.

STATEMENT 3: Human service professionals protect the client's right to privacy and confidentiality except when such confidentiality would cause harm to the client or others, when agency guidelines state otherwise, or under other stated conditions (e.g., local, state, or federal laws). Professionals inform clients of the limits of confidentiality prior to the onset of the helping relationship.

STATEMENT 4: If it is suspected that danger or harm may occur to the client or to others as a result of a client's behavior, the human service professional acts in an appropriate and professional manner to protect the safety of those individuals. This may involve seeking consultation, supervision, and/or breaking the confidentiality of the relationship.

STATEMENT 5: Human service professionals protect the integrity, safety, and security of client records. All written client information that is shared with other professionals, except in the course of professional supervision, must have the client's prior written consent.

STATEMENT 6: Human service professionals are aware that in their relationships with clients power and status are unequal. Therefore they recognize that dual or multiple relationships may increase the risk of harm to, or exploitation of, clients, and may impair their professional judgment. However, in some communities and situations it may not be feasible to avoid social or other nonprofessional contact with clients. Human service professionals support the trust implicit in the helping relationship by avoiding dual relationships that may impair professional judgment, increase the risk of harm to clients or lead to exploitation.

STATEMENT 7: Sexual relationships with current clients are not considered to be in the best interest of the client and are prohibited. Sexual relationships with previous clients are considered dual relationships and are addressed in STATEMENT 6 (above).

STATEMENT 8: The client's right to self-determination is protected by human service professionals. They recognize the client's right to receive or refuse services.

STATEMENT 9: Human service professionals recognize and build on client strengths.

THE HUMAN SERVICE PROFESSIONAL'S RESPONSIBILITY TO THE COMMUNITY AND SOCIETY

STATEMENT 10: Human service professionals are aware of local, state, and federal laws. They advocate for change in regulations and statutes when such legislation conflicts with ethical guidelines and/or client rights. Where laws are harmful to individuals, groups or communities, human service professionals consider the conflict between the values of obeying the law and the values of serving people and may decide to initiate social action.

STATEMENT 11: Human service professionals keep informed about current social issues as they affect the client and the community. They share that information with clients, groups and community as part of their work.

STATEMENT 12: Human service professionals understand the complex interaction between individuals, their families, the communities in which they live, and society.

STATEMENT 13: Human service professionals act as advocates in addressing unmet client and community needs. Human service professionals provide a mechanism for identifying unmet client needs, calling attention to these needs, and assisting in planning and mobilizing to advocate for those needs at the local community level.

STATEMENT 14: Human service professionals represent their qualifications to the public accurately.

STATEMENT 15: Human service professionals describe the effectiveness of programs, treatments, and/or techniques accurately.

STATEMENT 16: Human service professionals advocate for the rights of all members of society, particularly those who are members of minorities and groups at which discriminatory practices have historically been directed.

STATEMENT 17: Human service professionals provide services without discrimination or preference based on age, ethnicity, culture, race, disability, gender, religion, sexual orientation or socioeconomic status.

STATEMENT 18: Human service professionals are knowledgeable about the cultures and communities within which they practice. They are aware of multiculturalism in society and its impact on the community as well as individuals within the community. They respect individuals and groups, their cultures and beliefs.

STATEMENT 19: Human service professionals are aware of their own cultural backgrounds, beliefs, and values, recognizing the potential for impact on their relationships with others.

STATEMENT 20: Human service professionals are aware of sociopolitical issues that differentially affect clients from diverse backgrounds.

STATEMENT 21: Human service professionals seek the training, experience, education and supervision necessary to ensure their effectiveness in working with culturally diverse client.

THE HUMAN SERVICE PROFESSIONAL'S RESPONSIBILITY TO COLLEAGUES

STATEMENT 22: Human service professionals avoid duplicating another professional's helping relationship with a client. They consult with other professionals who are assisting the client in a different type of relationship when it is in the best interest of the client to do so.

STATEMENT 23: When a human service professional has a conflict with a colleague, he or she first seeks out the colleague in an attempt to manage the problem. If necessary, the professional then seeks the assistance of supervisors, consultants or other professionals in efforts to manage the problem.

STATEMENT 24: Human service professionals respond appropriately to unethical behavior of colleagues. Usually this means initially talking directly with the colleague and, if no resolution is forthcoming, reporting the colleague's behavior to supervisory or administrative staff and/or to the Professional organization(s) to which the colleague belongs.

STATEMENT 25: All consultations between human service professionals are kept confidential unless to do so would result in harm to clients or communities.

THE HUMAN SERVICE PROFESSIONAL'S RESPONSIBILITY TO THE PROFESSION

STATEMENT 26: Human service professionals know the limit and scope of their professional knowledge and offer services only within their knowledge and skill base.

STATEMENT 27: Human service professionals seek appropriate consultation and supervision to assist in decision-making when there are legal, ethical or other dilemmas.

STATEMENT 28: Human service professionals act with integrity, honesty, genuineness, and objectivity.

STATEMENT 29: Human service professionals promote cooperation among related disciplines (e.g., psychology, counseling, social work, nursing, family and consumer sciences, medicine, education) to foster professional growth and interests within the various fields.

STATEMENT 30: Human service professionals promote the continuing development of their profession. They encourage membership in professional associations, support research endeavors, foster educational advancement, advocate for appropriate legislative actions, and participate in other related professional activities.

STATEMENT 31: Human service professionals continually seek out new and effective approaches to enhance their professional abilities.

THE HUMAN SERVICE PROFESSIONAL'S RESPONSIBILITY TO EMPLOYERS

STATEMENT 32: Human service professionals adhere to commitments made to their employers.

STATEMENT 33: Human service professionals participate in efforts to establish and maintain employment conditions which are conducive to high quality client services. They assist in evaluating the effectiveness of the agency through reliable and valid assessment measures.

STATEMENT 34: When a conflict arises between fulfilling the responsibility to the employer and the responsibility to the client, human service professionals advise both of the conflict and work conjointly with all involved to manage the conflict.

The Human Service Professional's Responsibility to Self

STATEMENT 35: Human service professionals strive to personify those characteristics typically associated with the profession (e.g., accountability, respect for others, genuineness, empathy, pragmatism).

STATEMENT 36: Human service professionals foster self-awareness and personal growth in themselves. They recognize that when professionals are aware of their own values, attitudes, cultural background, and personal needs, the process of helping others is less likely to be negatively impacted by those factors .

STATEMENT 37: Human service professionals recognize a commitment to lifelong learning and continually upgrade knowledge and skills to serve the populations better.

SECTION II - STANDARDS FOR HUMAN SERVICE EDUCATORS

Human Service educators are familiar with, informed by and accountable to the standards of professional conduct put forth by their institutions of higher learning; their professional disciplines, for example, American Association of University Professors (AAUP), American Counseling Association (ACA), Academy of Criminal Justice (ACJS), American Psychological Association (APA), American Sociological Association (ASA), National Association of Social Workers (NASW), National Board of Certified Counselors (NBCC), National Education Association (NEA); and the National Organization for Human Services (NOHS).

STATEMENT 38: Human service educators uphold the principle of liberal education and embrace the essence of academic freedom, abstaining from inflicting their own personal views/morals on students, and allowing students the freedom to express their views without penalty, censure or ridicule, and to engage in critical thinking.

STATEMENT 39: Human service educators provide students with readily available and explicit program policies and criteria regarding program goals and objectives, recruitment, admission, course requirements, evaluations, retention and dismissal in accordance with due process procedures.

STATEMENT 40: Human service educators demonstrate high standards of scholarship in content areas and of pedagogy by staying current with developments in the field of Human Services and in teaching effectiveness, for example learning styles and teaching styles.

STATEMENT 41: Human service educators monitor students' field experiences to ensure the quality of the placement site, supervisory experience, and learning experience towards the goals of professional identity and skill development.

STATEMENT 42: Human service educators participate actively in the selection of required readings and use them with care, based strictly on the merits of the material's content, and present relevant information accurately, objectively and fully.

STATEMENT 43: Human service educators, at the onset of courses: inform students if sensitive/controversial issues or experiential/affective content or process are part of the course design; ensure that students are offered opportunities to discuss in structured ways their reactions to sensitive or controversial class content; ensure that the presentation of such material is justified on pedagogical grounds directly related to the course; and, differentiate between information based on scientific data, anecdotal data, and personal opinion.

STATEMENT 44: Human service educators develop and demonstrate culturally sensitive knowledge, awareness, and teaching methodology.

STATEMENT 45: Human service educators demonstrate full commitment to their appointed responsibilities, and are enthusiastic about and encouraging of students' learning.

STATEMENT 46: Human service educators model the personal attributes, values and skills of the human service professional, including but not limited to, the willingness to seek and respond to feedback from students.

STATEMENT 47: Human service educators establish and uphold appropriate guidelines concerning self-disclosure or student-disclosure of sensitive/personal information.

STATEMENT 48: Human service educators establish an appropriate and timely process for providing clear and objective feedback to students about their performance on relevant and established course/program academic and personal competence requirements and their suitability for the field.

STATEMENT 49: Human service educators are aware that in their relationships with students, power and status are unequal; therefore, human service educators are responsible to clearly define and maintain ethical and professional relationships with students, and avoid conduct that is demeaning, embarrassing or exploitative of students, and to treat students fairly, equally and without discrimination.

STATEMENT 50: Human service educators recognize and acknowledge the contributions of students to their work, for example in case material, workshops, research, publications.

STATEMENT 51: Human service educators demonstrate professional standards of conduct in managing personal or professional differences with colleagues, for example, not disclosing such differences and/or affirming a student's negative opinion of a faculty/program.

STATEMENT 52: Human service educators ensure that students are familiar with, informed by, and accountable to the ethical standards and policies put forth by their program/department, the course syllabus/instructor, their advisor(s), and the Ethical Standards of Human Service Professionals.

STATEMENT 53: Human service educators are aware of all relevant curriculum standards, including those of the Council for Standards in Human Services Education (CSHSE); the Community Support Skills Standards; and state/local standards, and take them into consideration in designing the curriculum.

STATEMENT 54: Human service educators create a learning context in which students can achieve the knowledge, skills, values and attitudes of the academic program.

Council for Standards in Human Service Education

Adopted 1996

APPENDIX C

Student Concern Form

Name of Student: _____ Date: _____

Agency Name: _____

Supervisor Name: _____

Phone/Email: _____

Concerns: (Describe your concern(s) in detail: _____

Action: _____

If unresolved, follow up with formal *HUSR Agency Complaint Process* (Please attach to form)

APPENDIX D

HUSR AGENCY COMPLAINT FORM
(To be completed by Fieldwork Instructors)

Student Name: _____

ID#: _____

Phone: _____ **Email:** _____

Name of Agency/Location: _____

Supervisor Name: _____ **Phone/Email:** _____

(1) Reason for Complaint: _____ **Date:** _____

2) Field Instructor Name and Response: _____ **Date:** _____

(3) If problem is resolved, describe outcome:

If problem persists, refer to Fieldwork Coordinator ____ Date: _____

(4) Need for Further Action:

Fieldwork Coordinator, Juli Martinez to contact agency/supervisor if problems/issues continue without successful resolution.

Name of Person Contacted: _____ **Date:** _____

Comments: _____

Plan of Action: (List Steps)

Deadline for Follow-up: _____

(5) Decision to Terminate Agency when the above steps have all be taken and the initial problem/issue continues to exist. Please specify reasons why termination is best recourse

Explanation: _____ **Date:** _____

Fieldwork Coordinator and Department Chair Met: _____ Date: _____

Fieldwork Coordinator

Department Chair

Termination Letter Sent to Agency: _____ Date: _____

(Keep one copy and send another to Fieldwork Office, Attn: Juli Martinez)

APPENDIX E

The following agencies as of 8/27/18 do not require fingerprinting, a social security number, or a California Driver's License as part of their clearance procedures. This list will change as new agencies are added throughout the year. Contact the Fieldwork Coordinator for the most recent updates. The list of agencies are as follows:

211 OC

Able to Change Recovery, Inc.

Acacia Adult Day Services

Age Well Senior Services

AIDS Services Foundation of OC

Alzheimer's Orange County

Anaheim Union High School District

APAIT

Arthritis Foundation of OC

Betsy Ross Elementary School

Buena Vista Continuation High School

CareerWise

City of Brea

Clear Charity

CSUF Educational Partnership

CSUF Center for Community Collaboration

CSUF Community Service and Leadership Programs

CSUF Human Services Department

CSUF Student Academic Services/EOP Counseling

CSUF WoMen's and Adult Reentry Center

CSUF Workability IV

Delhi Center

Down Syndrome Association of OC

Easter Seals of Southern CA

Fullerton College

Fullerton Union High School AVID

Grace Immanuel Ministries

H.I.S. House (Homeless Intervention Shelter)

Higher Ground Youth & Family Services

Illumination Foundation
La Habra United Methodist Preschool
La Mirada Volunteer Center
Latino Health Access (LHA)
Mercy House Transitional Living Centers
Mercy House Transitional Living Centers
Mt. San Antonio College
Olive Crest
OneOC
Orange Children & Parents Together, Inc. (OCPT)
Orange County Council, BSA
Orange Elderly Services, dba Orange Senior Center
Orangewood Children's Foundation
PES-eps. Inc.
Rehabilitation Institute of Southern CA (RIO)
Rowland Family Resource Center
RS Recovery Services, Inc.
Second Harvest Food Bank of Orange County, Inc.
Seneca Family of Agencies
Teen Leadership Foundation
We Care of Los Alamitos
Whittier Area First Day Coalition
WHW
Working Wardrobes
WPCC- Obria
YWCA of North Orange County