

Human Services Program Fieldwork Manual



Division of Human Development
Human Services Program
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Dear Human Services Program Student:

Congratulations to your admission to the Human Services Program at California State University, Dominguez Hills!

The fieldwork practicum is your first step into the field of professional human services. As a partner in your education, we are committed to provide you quality instruction through our challenging academic curriculum and comprehensive fieldwork practicum delivered by outstanding faculty and staff. Whatever your reasons for pursuing the human services degree, the program will teach you the necessary skills and knowledge to empower individuals, families, and groups and bring about positive change in communities.

As a student at CSUDH and the Human Services Program, you are encouraged to utilize the many resources offered to assist you in meeting your educational goals. Perhaps one of your most valuable resources is the Human Services Program Fieldwork Manual. This fieldwork manual serves as a guide to familiarize and help you successfully navigate the fieldwork practicum courses including the University policies and procedures. In addition, other University publications that supplement this manual are the University Catalog, the Student Rights and Responsibilities Handbook, and Class Schedule.

We hope you find this manual useful and informative. We are committed to providing whatever assistance and support you may need to assure that each fieldwork experience is productive and satisfying. Please feel free to give us a call at (310) 243-2174 if you have any questions and/or comments regarding the contents of this manual or your fieldwork placement.

Sincerely,

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PREAMBLE AND ETHICAL STANDARDS OF HUMAN SERVICES PROFESSIONALS

Human Services is a profession developed 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.

Therefore, the Human Services Program has adopted and upholds the ethical standards as set by the National Organization for Human Services (Appendix A). In addition, all students in the Human Services Program are expected to adhere to and maintain the highest level of ethical behavior. Any violations of the ethical standards may result in termination of the student from the program.

MISSION OF THE HUMAN SERVICES PROGRAM

The mission of the Human Services program at CSUDH is to provide diverse members of the community a university education that focuses on the knowledge and skills required to help those in need. The goals of the program are to provide a broad interdisciplinary background of the knowledge and skills needed to help improve the quality of life of those in need; to provide the opportunity for specialization in either target populations or methods of intervention; through supervised fieldwork, to provide experience applying academic knowledge and skills in human services organizations.

OVERVIEW OF THE HUMAN SERVICES PROGRAM

The Human Services program is a professional undergraduate major, normally extending over at least four semesters of upper division academic work.

The Human Service major is a single-subject major, and no minor is required. It is an interdisciplinary program, with:

- A set of core courses that provide a board background of the knowledge and skills needed to help improve the quality of life of those in need.
- Electives that provide specialized, in-depth training in an area of concentration chosen and designed by the student.
- Supervised work in the field of human services through a series of fieldwork courses.

Students in Human Services Program receive both a broad, multi- disciplinary education in a set of core courses and specialized, in-depth training in an area of concentration. Sufficient electives are offered to allow for individually tailored programs of study.

NONDISCRIMINATION POLICY

California State University, Dominguez Hills is an equal opportunity/affirmative action institution that does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, age, disability or handicap, disabled veteran's or Vietnam Era veteran's status. This policy is applicable to all employment practices, admission of students, and educational programs and activities.

Only the following factors may be used to make distinctions among individuals: merit, ability, talent, knowledge, and achievement as they related to the goals and missions of this institution. We reaffirm that full support will be given to affirmative action programs which seek to overcome under-utilization of ethnic minorities, women, Vietnam-era veterans, special disabled veterans, and persons with disabilities.

California State University, Dominguez Hills is committed to creating a community in which a diverse population can learn, live, and work in an atmosphere of tolerance, civility, and respect for the rights and sensibilities of each individual, without regard to economic status, ethnic background, political views, or other personal characteristics or beliefs. The university's full nondiscrimination statement can be found in Appendix B. Inquiries concerning this policy's application may be referred to the Special Assistant to the President for Equity and Internal Affairs.

SEXUAL HARASSMENT POLICY

It is the policy of California State University, Dominguez Hills and the Human Services Program to maintain a working and learning environment free from sexual harassment of its students, employees, and those who apply for student or employee status and to take action to eliminate sexual harassment. Sexual harassment is illegal and such conduct is subject to disciplinary action being taken against the alleged harasser.

In determining whether conduct actually constitutes sexual harassment, the circumstances surrounding the conduct will be carefully considered. Where the facts support the allegations, all appropriate measures including disciplinary action shall be taken.

Students may view the complete policy at www.csudh.edu/PMs/PM%2004-03%20Sexual%20Harassment.doc. This policy is administered by the Director of Equity & Internal Affairs. Questions, comments, suggestions, or complaints should be directed to that office.

STUDENT GRIEVANCE POLICY

The purpose of this policy is to provide a mechanism to resolve student complaints against other members of the campus community. This procedure does not handle grade appeals for which there is a separate process.

In all cases, the University's commitment to the student is to provide a resolution of his/her complaint in a fair and reasonable manner. A complete copy of the Student Grievance Procedure may be viewed at www.csudh.edu/pms/PMs/PM%2004-01%20Student%20Grievance%20Procedure.doc. Students may also obtain a copy of that procedure from the Office of Equity & Internal Affairs.

ACCOMODATION OF DISABILITY

The Human Services Program is committed to making the university's programs, activities, and facilities fully accessible to all students. Students requiring special accommodation(s) must notify the instructor and provide appropriate documentation by the fourth week of class. Verification and arrangements for necessary accommodation(s) must be coordinated through Disabled Student Services. The accommodation(s) must be reasonable and documented in detail and signed off by the instructor and the student.

RESOURCES

Access the resources below to answer commonly asked questions about the University, the College of Health and Human Services, and the Human Services Program. We urge that you use these resources in order to find the answers to your queries in a timely manner.

Campus Resources

University website	www.csudh.edu
College website	www.csudh.edu/hhs
Program website	http://www.csudh.edu/hhs/hd/index.htm
University Library	http://library.csudh.edu (310) 243-3714
Office of Admissions, Records and Registration	(310) 243-3600 or (310) 243-3645
Bookstore	(310) 243-3789
Disabled Student Services	http://www.csudh.edu/dss/main.html (310) 243-3660 Information regarding special facilities and services available to students with a disability.

Health Center	http://www.csudh.edu/shps/hservices.htm (310) 243-3629
Student Psychological Counseling Services	http://www.csudh.edu/shps/ (310) 243-3818 Services for students who are experiencing any type of personal or interpersonal problem to participate in a counseling experience.
Information Technology Help Desk	http://www.csudh.edu/infotech (310) 243-2500
University Police	http://www.csudh.edu/dhpd/ (310) 243-3639
Toro Web	http://toroweb.csudh.edu Online registration for classes, obtain access to records (schedule, grades, transcripts), financial aid, account balance, search for classes, etc.
T.O.R.O.S.	(310) 243-2000 Telephone registration for classes
Blackboard	http://toro.csudh.edu/doku.php Web-based classroom educational and management platform.
University Catalog	www.csudh.edu/academicaffairs/StudentInformation/UniversityCatalog.html General information about the University policies and procedures.
Academic Calendar	http://www.csudh.edu/academicaffairs/StudentInformation/AcademicCalendar.html
Class Schedule	http://www.csudh.edu/acresmgt/classched/csindex.htm Up to date information about class schedules.

Department Resources

Human Services Program Fieldwork Manual

The manual provides students with an overview of the program including departmental policies and procedures, fieldwork, contracts, and forms.

Student Services and Academic Advisement

An array of comprehensive student services and academic advisement is provided by the College of Health and Human Services Student Service Center at Welch Hall A-300. The Center can be reached at (310) 243-2120 or (800) 344-5484.

HUMAN SERVICES PROGRAM COURSE DESCRIPTIONS

The credit value for each course in semester units is indicated after each course title.

HUS 300 Introductions to Human Services (3)

Prerequisite: BIO 250 OR ANT 310,

Introduction to Human Services as a Profession. Exploration of social forces that contribute to human needs, issues and problems related to planning, delivering and evaluating programs. Some site visits are required.

HUS 307 Interventions and Strategies in Mental Health Recovery (3)

Prerequisites: HUS 300

Co-requisites: HUS 311

Examines the history of mental health treatment and the disparity between recent research findings and current treatment modalities. The concept of recovery from mental illness will be presented with a focus on psychiatric rehabilitation (PSR) as a treatment modality support recovery.

HUS 310 Helping and Professional Relationships (3)

Prerequisites: HUS 300,

Co-requisite: HUS 380/381

An introductory course which will focus on developing helping skills with an emphasis on ethical and professional behavior. Verbal and non-verbal helping skills will be developed through lecture, demonstration and extensive role-playing practices.

HUS 311 Interventions and Strategies of Mental Health Recovery I (3)

Prerequisites: HUS 300

Co-requisites: HUS 307

Examines interventions and strategies that enhance recovery from mental illness. Tools and skills needed as a mental health practitioner will be introduced, explored and practiced during the course.

HUS 368 Interventions and Strategies of Mental Health Recovery II (3)

Prerequisites: HUS 300, HUS 307, HUS 311

Co-requisites: HUS 484/485

This course will focus on the three major evidenced based therapies (Cognitive Behavior – CBT, Dialectical Behavioral – DBT, and Motivational Interviewing – MIT) that help people with severe and persistent mental illness.

HUS 380 Fieldwork Practicum in Human Services I (1)

Prerequisites: HUS 300

Co-requisites: HUS 381, HUS 310

This is the first of three supervised fieldwork experience with an emphasis on human services and educational settings. Students will examine structure and functioning, observe professional relationships and discover interagency network. Students will then begin to apply their knowledge to basic level helping skills with agency clients. May not be taken concurrently with any other fieldwork courses. Students complete 120 hours in their fieldwork practicum.

HUS 381 Seminar in Human Services I (2)

Prerequisite: HUS 300

Co-requisites: HUS 380, HUS 310

This is the first of three fieldwork seminar courses in Human Services which is structured to facilitate integration of Human Services knowledge and theory with practical fieldwork application. Students will be able to examine and integrate personal and professional values and understand their personal selves as participants in professional roles. Each weekly seminar will include time to problem solve and share field experiences. May not be taken concurrently with any other seminar courses.

HUS 390 Fieldwork Practicum in Human Services II (1)

Prerequisite: HUS 300, HUS 310, HUS 380, HUS 381

Co-requisite: HUS 391, HUS 400

Second of three supervised fieldwork experiences with an emphasis on human services and educational settings. Students will apply their knowledge of human services theory and skills to intermediate level of helping with agency clientele. This course is taken concurrently with HUS 391 Seminar in Human Services II. May not be taken concurrently, however, with any other fieldwork courses. Students complete 120 hours in their fieldwork practicum.

HUS 391 Seminar in Human Services II (2)

Prerequisite: HUS 300, HUS 310, HUS 380, HUS 381

Co-requisite: HUS 390, HUS 400

This is the second of three fieldwork seminar courses in Human Services which is structured to facilitate integration of Human Services knowledge and theory with practical fieldwork application. Students will be able to examine and integrate personal and professional values and understand their personal selves as participants in professional roles. Each weekly seminar will include time to problem solve and share field experiences. May not be taken concurrently with any other seminar courses.

HUS 400 Case Management (3)

Prerequisites: HUS 300, HUS 310

Co-requisite: HUS 390/391

This course examines the principles and critical issues in case management, along with the various models of human service delivery. Case management includes not only the direct service provision, but also the ability to facilitate the integration and coordination of various formal and informal support systems.

HUS 410 Advanced Case Management with Special Populations (3)

Pre-requisites: HUS 300, HUS 310, HUS 400

Co-requisite: HUS 480/481

This course will focus on introducing students to different populations commonly seen in human services agencies. This course will also address theoretical underpinnings for human services and contain the basic description of best practice that will focus the student's attention on how to carry out certain functions ethically and competently.

HUS 460 Research Methods for Human Services (3)

Prerequisite: HUS 300, HUS 310, undergraduate statistics course or equivalent

This course is an overview of research methods in human services, including study design, sampling data collection and analysis, statistical techniques and report writing. Also included is a critical analysis of published research and examination of relevance of data to decision making.

HUS 480 Fieldwork Practicum in Human Services III (1)

Prerequisites: HUS 390, HUS 391

Co-requisite: HUS 410

Third of three supervised fieldwork experiences with an emphasis on human services and educational settings. Students will apply their knowledge of human services theory and skills at an intermediate level of helping with agency clientele. This course is taken concurrently with HUS 481 Seminar in Human Services II. May not be taken concurrently, however, with any other fieldwork courses. Students complete 180 hours in their fieldwork practicum.

HUS 481 Seminar in Human Services III (2)

Prerequisite: HUS 390, HUS 391

Co-requisite: HUS 410

This is the third of three fieldwork seminar courses in Human Services which is structured to facilitate integration of Human Services knowledge and theory with practical fieldwork application. Students will be able to examine and integrate personal and professional values and understand their personal selves as participants in professional roles. Each weekly seminar will include time to problem solve and share field experiences. Students must also do an oral case presentation of one of their clients. This course is taken concurrently with HUS 480 and cannot be taken concurrently with any other seminar course.

HUS 484 Fieldwork Practicum in Mental Health Recovery (1)

Pre-requisites: HUS 307, HUS 311

Co-requisites: HUS 368, HUS 485

Supervised practicum fieldwork experience with an emphasis on mental health recovery and working with the severe and persistent mentally ill. Students are placed in a community based mental health agencies where they complete 180 hours of supervised fieldwork practicum. This course is taken concurrent with HUS 485 and is graded CR/NC.

HUS 485 Seminar in Mental Health Recovery (2)

Pre-requisite: HUS 307, HUS 311

Co-requisites: HUS 368, HUS 484

Weekly class seminar which is taken concurrently with HUS 484. Seminar meetings are designed to facilitate the integration of mental health recovery knowledge and theory with practical fieldwork experience. Students will be able to examine and integrate personal and professional values and skills.

FIELDWORK SEQUENCE

The philosophy of the Human Services Program is that fieldwork supplements and reinforces classroom instruction through the utilization of three field practicum sites. The practicum offers students an opportunity to come in contact with a variety of populations that have various types of needs and problems reflective of the population the student would encounter in future practice. In the practicum, the student is able to go where the client population is located, provide a service, and assist in meeting the individual, families, groups, organizations, communities, and societal needs. The practicum plays a vital role in the preparation of competent future human service professional practitioners.

Students required to complete three semesters of field practicum for a total of 420 fieldwork hours by the end of the program.

All fieldwork courses are scheduled in progression and students are expected to follow the prescribed sequence.

Semester	Course
Semester 1	HUS 300 Introduction to Human Services
Semester 2	HUS 380/381 Practicum in Human Services I HUS 310 Helping and Professional Relationships
Semester 3	HUS 390/391 Practicum in Human Services II HUS 400 Case Management in Human Services Agencies
Semester 4	HUS 480/481 Practicum in Human Services III HUS 410 Advanced Case Management

FIELDWORK SITE SELECTION

Clinical Agreement

Upon selection of a fieldwork site, all students must complete and submit the Request for Clinical Agreement form to be submitted to the course instructor or the Coordinator of the Human Services Program for approval. All fieldwork sites must be approved prior to the student completing practicum hours. No practicum hours will be credited prior to the enactment of the clinical agreement or until the semester has officially begun.

When the site has signed the clinical agreement with the University, the student will be notified by his/her course instructor and permitted to begin the practicum.

Use of current employment as fieldwork site

Students may use their current place of employment for only one (1) semester, provided that it is in alignment with the student's career goals and suitable. Suitability is determined by the following conditions.

- Practicum or internship must be completed in another department.
- Practicum or internship must be supervised by a different supervisor.
- Practicum or internship must be approved by the course instructor.

MALPRACTICE INSURANCE REQUIREMENTS

All students enrolled in the Human Services Program and in fieldwork will be covered by a blanket malpractice insurance policy covered by the Chancellor's Office.

ACADEMIC INTEGRITY, PLAGIARISM AND CHEATING

Academic integrity is of the utmost importance to the Human Services Program. Integrity concerns honesty and implies being truthful, fair, and free from lies, and deceit. All students are responsible for understanding university policies related to academic integrity. The university's stance on academic integrity is communicated to students in several ways:

- The University Catalog includes a section entitled Academic Integrity: Its place in the University Community.
- The Student Rights and Responsibilities Handbooks provide a guide to academic integrity as it relates to students.
- Each course syllabus includes a statement related to academic integrity, plagiarism, and cheating and references the relevant section of the University Catalog.

At the Human Services Program, the definition of academic dishonesty, as provided Kibler, Nuss, Paterson, and Pavela (1988) usually refers to forms of cheating and plagiarism which result in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own.

Cheating, as also provided by Kibler, et al, is the practice of intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. This includes fabrication and plagiarism. Fabrication is the intentional and unauthorized falsification or invention of any information or citation in an academic exercise. Plagiarism includes the following: copying of one person's work by another and claiming it as their own, false presentation of one's self as the author or creator of a work, falsely taking credit for another person's unique method of treatment or expression, or the presentation of one's self as the source of ideas or expression, or the presentation of someone else's language, ideas, or works without giving that person due credit. It is not limited to written work. A complete definition can be found in the University Catalog.

Any and all academic misconduct will be investigated by the Human Services Program and may result in sanctions against the student if the student is found to be culpable.

When a student detects or has reason to believe that another student has been academically dishonest, the student has the obligation to address it. One option is to directly confront the person. Another option is to report the details of the incident to the instructor. If the student is unsure about the dishonesty of a student, they can see the instructor and simply inform him or her of their suspicion.

GRADE REQUIREMENT AND GRADING

The fieldwork practicum courses (HUS 380, HUS 390 and HUS 480) are given for “Credit” or “No Credit”. The student must receive at least a rating of “adequate” on each area assessed on the Fieldwork Supervisor’s Evaluation. The fieldwork seminar courses (HUS 381, HUS 391, and HUS 481) are graded A-F. The student must receive a grade of C or better on each writing assignment and on the portfolio assignment in order to receive credit for the course. The seminar topic areas relate to the competencies required for the successful completion of the internship. Any additional topics that are of concern to you and relevant to the course may be added. Students should not assume that they will generally receive a “CR” in every course. Following is the rubric in order to determine student grades.

Grade	Quality
CR	<ol style="list-style-type: none"> 1. Adequate level of performance of all of the competencies on the Fieldwork Supervisor’s Evaluation Form. 2. Successful completion of required writing assignments related to his/her observations. 3. Successful completion of required internship hours.
NC	<ol style="list-style-type: none"> 1. Below average performance of any of the competencies on the Fieldwork Supervisor’s Evaluation form. 2. Failure to complete 80% of required writing assignments related to his/her observations. 3. Failure to complete of required internship hours.

Incomplete Grade

A grade of Incomplete “I” may be assigned only if a portion of the required course work has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons and there is still a possibility of earning credit. Therefore, instructors will not assign an incomplete if course work has not been completed due to reasonably foreseeable events.

Individual assessment components for a course (e.g. midterm exam, research paper, etc.) will not be given an incomplete if missed. The grade for a missed assessment component will be recorded as a failing “F” grade, unless the instructor and the student have agreed to an exception in advance.

In the event that justifiable reasons exist that warrants the assignment of an incomplete grade, the instructor and student must agree to a resolution plan prior to the deadline for

the instructor to submit the final grades for the course. The resolution plan must be fulfilled within six (6) weeks after the end of the semester and include an agreement on required make-up work. When the required make-up work is completed, the student will be allowed to do a late add to enroll in the subsequent course.

An incomplete grade is replaced by a failing grade for grade point average and progress point computation if not changed by the instructor within six (6) weeks after the end of the semester. Please refer to the University Catalog for more information.

Grade Change

The Human Services program follows standard CSUDH policies regarding the change of grades.

Changes to letter grades may occur only in cases of clerical error, administrative error, disciplinary sanction, or when an instructor discovers an error on an original course assignment. Grade changes must be filed within one (1) semester of when the original grade was submitted.

Grade Appeal

The Human Services program follows standard CSUDH policies regarding the basis and resolution of complaints and appeals of grades.

Students who believe that they have a grievance or a basis for grade appeal should first seek to resolve the matter informally with the instructor. For a student to proceed with a grievance or grade appeal, they must have met with the instructor of record within one (1) semester of the time that the student knew or should have known of the problem or dispute unless a prior agreement for extension has been made between the student and the Director of the MSW program or Chair of the Student Grievance and Grade Appeals Committee.

CLASSROOM ATTENDANCE

The curriculum of the Human Services program is designed such that it can only be learned through direct experience. Thus, classroom attendance is of utmost importance to a student's ability to retain and apply course knowledge. Moreover, consistent attendance and punctuality reflect a student's commitment to the desirable professional behaviors of time management and planning and demonstrates responsibility and reliability to instructors and student colleagues. Therefore, students are expected to attend 80% of the class sessions. In addition, habitual tardiness or leaving early, as determined by the instructor, may result in lowering of the final grade or failure of the course. If an absence is incurred, it is the student's responsibility to obtain missed information and handouts from fellow students. If a student is going to be consistently late or absent from class, please discuss this with the instructor.

POLICY REGARDING TERMINATION FOR ACADEMIC AND NONACADEMIC REASONS

The Human Services Program is structured to avoid having to terminate a student from the program for academic and nonacademic reasons. However, when prevention efforts have not been successful, students may be terminated from the program.

Reasons for which a student may be terminated from the Human Services Program are:

1. Having a grade point average which is less than 2.0 for more than one semester
2. Receiving two (2) failures or “no credit” in the fieldwork practicum
3. Exhibiting behavior in class or field that is assessed by the faculty to indicate an inability to perform with the maturity, sensitivity, or wisdom required for satisfactory human services practice
4. Behaving unethically in a situation where the student knew or should have known that the behavior was unethical
5. The student has serious difficulties accepting supervision in fieldwork, thereby undermining his or her learning and also placing clients’ well-being in jeopardy
6. The student has unresolved emotional problems that make it difficult for him or her to develop and maintain effective working relationships with clients
7. The student wants to become a professional human services worker, but isn’t capable of developing a viable helping relationship with clients due to extreme shyness, inappropriate prejudices or negative predispositions towards clients
8. The student decides that a career in human services is not really what he or she wants and is not motivated to complete the requirements for fieldwork
9. Violations of any aspects as outlined in the NOHS Ethical Standards.

PROCEDURES FOR IMPLEMENTING THE TERMINATION

The procedure for implementing the termination process for academic and/or nonacademic reasons includes advising the student in writing of his or her status, a decision by the Coordinator of the Human Services Program, and an opportunity for the student to appeal. Specific steps in the termination procedure include:

1. The course instructor may initiate review by communicating his or her concerns to the Coordinator of the Human Services Program.
2. The instructor will then confer with the student to:
 - a. Inform him or her of concerns regarding performance;
 - b. Obtain the student’s perspective;
 - c. Clarify any information;
 - d. Determine if the student might wish to withdraw. The faculty advisor prepares a written report that is presented to the student and the Coordinator of the Human Services program. The Coordinator talks to any persons with relevant information including, but not limited to, the student, course instructor, Fieldwork Supervisor. The Coordinator then makes a decision regarding termination, no termination or remedial action. The Coordinator implements the Committee’s decision with written notice to the student.

The student may appeal the decision to the Chair of the Division of Human Development, whose decision will be final.

REGISTRATION

Enrollment and registration in courses at CSUDH is available from the CSUDH Registrar's Office via two (2) methods.

1. Toro Web is accessible online at toroweb.csudh.edu.
Toro Web also allows students to access to their records (schedules, grades, transcripts), check their financial aid status, account balance, search for classes, etc.
2. T.O.R.O.S. (Telephone Registration System) is accessible at (310) 243-2000.

To add a course during the first three weeks of instruction, students must obtain instructor approval. To drop a course during the first three weeks of instruction, students do not need to obtain instructor approval. Any changes in a student's program (e.g. adding/dropping a class, changing from one section to another of the same course) must be made before the deadline date listed for each semester in the official University Academic Calendar. See the Academic Calendar at the beginning of the University Catalog or the Class Schedule for specific deadline dates for the particular term. All students must be enrolled in the proper section of each course. Failure to enroll in the proper course and/or section may result in a delay of graduation.

It is the student's responsibility to ensure that they are enrolled in the correct courses by the appropriate deadlines. Students should see the Director of Admissions and Student Services or their faculty advisor if they have any questions about enrollment.

APPENDIX A

Ethical Standards

Ethical Standards of Human Services Professionals

SECTION I – STANDARDS FOR HUMAN SERVICE PROFESSIONALS

Human service professionals function in many ways and carry out many roles. They enter into professional-client relationships with individuals, families, groups and communities who are all referred to as "clients" in these standards. Among their roles are caregiver, case manager, broker, teacher/educator, behavior changer, consultant, outreach professional, mobilizer, advocate, community planner, community change organizer, evaluator and administrator. The following standards are written with these multifaceted roles in mind.

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 populations.

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 them. 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, and 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.

APPENDIX B

University Nondiscrimination Statement

California State University, Dominguez Hills

California State University, Dominguez Hills, a multi-ethnic and multi-cultural institution, has a policy of nondiscrimination in all matters affecting students, employees and applicants for admission or employment. Not only is the University committed to compliance with equal opportunity and affirmative action regulations, but to understanding and valuing diversity. The University seeks to be a model multi-cultural campus community.

California State University, Dominguez Hills is committed to assuring equal opportunities in educational programs and employment without regard to race, color, religion, sex, pregnancy, marital status, sexual orientation, national origin, age, disability, or veteran status. Laws and regulations issued by the United States, and the State of California, and the Board of Trustees of The California State University require equal treatment for all persons. Only the following factors may be used to make distinctions among individuals: merit, ability, talent, knowledge, and achievement as they relate to the goals and missions of this institution. We reaffirm that full support will be given to affirmative action programs which seek to overcome under-utilization of ethnic minorities, women, Vietnam-era veterans, special disabled veterans, and persons with disabilities.

In addition to meeting full its obligations of nondiscrimination under federal and state laws, California State University, Dominguez Hills is committed to creating a community in which a diverse population can learn, live, and work in an atmosphere of tolerance, civility, and respect for the rights and sensibilities of each individual, without regard to economic status, ethnic background, political views, or other personal characteristics or beliefs.

Every member of the University community shares in the opportunity to create a successful multicultural environment and in the responsibility to abide by and support policies of nondiscrimination. Every member of the campus community is urged to take positive action to ensure a campus climate that promotes civility and values diverse cultures, opinion, and perspectives.

Many people have worked hard, and with great success to build a diverse workforce at California State University, Dominguez Hills. They have neither sacrificed standards nor deviated from a commitment to seek qualified faculty and staff members who constitute a community that is diverse in race, ethnicity, gender, interests, and perspectives.

California State University, Dominguez Hills serves one of the most diverse groups of students and one of the most diverse communities in the nation. Its workforce is also one of the most diverse in the country. We, in particular, must work vigorously to promote a campus climate that respects human differences and values all human potential.

To assure compliance with the plan, Linda S. MacAllister, Director of Equity & Internal Affairs, is responsible for the overall coordination of our affirmative action program for both faculty and staff. She is directly responsible to President James E. Lyons, Sr. for monitoring, evaluating and implementing our campus affirmative action plan. The plan is available for review in accordance with applicable regulations in the Office of Equity & Internal Affairs. Questions or complaints should also be directed to that office.

APPENDIX C

Request for Clinical Agreement

APPENDIX D

Format for Practicum Journals

Format for Practicum Journals

Activities of the week

Describe what you did at your fieldwork agency this week. Give enough description so that the reader will be able to picture what you did, and enough so that you will be able to remember it when you review this log in the future.

Problematic situation(s) encountered

Describe any difficulties or problems you ran into during the week. These can be client problems that you tried to address, or agency difficulties or human needs you are trying to meet. If there were many, pick a typical one and write about it. In the unlikely case there were no problems, pick something minor and write about it. This section is not to emphasize the negative, but rather to focus on steps in problem-solving, which can be a very valuable experience.

Cause(s) of problem (s)

Analyze what may be the causes of the difficulties you encountered, including contributing factors such as personal, interpersonal, organizational, and societal factors.

Solution(s) attempted

Discuss any attempts you made to deal with the problem described above and include anything you plan to try in the future. If you are only now trying to solve something you discussed two or more weeks ago, talk about that too.

Evaluation of solution(s)

Discuss how your solutions worked out. If you have not implemented your solution, describe how you anticipate it will work out. Evaluate the reasons for your success or failure of your solution(s). Include areas of concern or any changes you would make to your solutions.

Reactions

Describe and discuss your personal feelings, thoughts, and other reactions to your fieldwork experiences this week. This may include your accomplishments, issues of concern, revelations, dilemmas, and future plans.

Save your journals and periodically review them. The journal is a tool for self-reflection to help you gain insight into your personal and professional selves. Only with insight can we grow as helping professionals and be effective with our clients.

APPENDIX E

Practicum Time Log

APPENDIX F

Student Evaluation of Fieldwork Site

Student Evaluation of Fieldwork Site

Please return to the Seminar Instructor by the end of the internship. The purpose of this form is to evaluate the field placement experience from the student's point of view. It will be used to gather aggregate data about the field placement program and to give feedback to the Fieldwork Supervisors to promote the program effectiveness. Please complete the form carefully and thoughtfully. Only collated data will be shared; individual responses are confidential.

Semester	<input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	Academic Year	
Student Name			
Seminar Instructor Name			
Agency Name			
Fieldwork Supervisor Name			
Seminar	<input type="checkbox"/> HUS 380 (First semester) <input type="checkbox"/> HUS 390 (Second semester) <input type="checkbox"/> HUS 480 (Third semester)		
Describe your overall assessment of your performance at your site.			

Please use the following rating scale to describe your experience in your fieldwork setting:

Not Applicable	Poor	Fair	Good	Very Good	Excellent
	Never	Rarely	Some of the time	Most of the time	Regularly
0	1	2	3	4	5

The Field Instructor as a source of learning

1. My Fieldwork Supervisor served as the primary source of instruction.	()
2. My Fieldwork Supervisor helped me develop the <u>Student/Supervisor Agreement For Fieldwork</u>	()
3. My Fieldwork Supervisor held individual supervision with me.	()
4. My Fieldwork Supervisor provided support for my activities.	()
5. My Fieldwork Supervisor showed enthusiasm and interest in my professional development.	()
6. My Fieldwork Supervisor was receptive and respectful of my ideas and opinions.	()
7. My Fieldwork Supervisor provided tasks relevant to my <u>Student/Supervisor Agreement for Fieldwork</u> .	()
8. My Fieldwork Supervisor provided ongoing feedback.	()
9. My Fieldwork Supervisor provided an adequate amount of structure.	()
10. My Fieldwork Supervisor helped me relate and apply what I learned in the classroom to my clients in the field.	()
11. My Fieldwork Supervisor and I actively participated in completing the <u>Fieldwork Supervisor's Evaluation and Hours Verification</u> .	()
12. My Fieldwork Supervisor demonstrated knowledge and skills as a practitioner.	()
13. My Fieldwork Supervisor worked effectively with students.	()
14. My Fieldwork Supervisor served as a professional role model for me.	()
15. Overall, I would rate my Fieldwork Supervisor as:	()

Please use the following rating scale to best describe the agency as a learning setting.

Poor	Fair	Good	Very Good	Excellent
1	2	3	4	5

1. At my placement agency, the student's educational needs took precedence over the agency's service needs.	()
2. The agency's staff demonstrated commitment compatible with the values and ethics of Human Services.	()
3. I was given assignments in working with the following:	
Individuals	()
Groups	()
Administrative	()
Community	()
Diverse Cultures	()
Gender Issues	()
Other disciplines _____	()
4. Specifically, this year I participated in:	
Committee / Task Force Involvement	()
Research / Program Evaluation	()
Policy Analysis or Development	()
Staff Training	()
Organizing something on my own	()
Sufficient depth of assignments	()
Opportunity to apply theory to field experience	()
5. I recommend this agency.	Yes No
6. I recommend this Fieldwork Supervisor.	Yes No
Comments _____	

APPENDIX G

Fieldwork Supervisor's Evaluation And Hours Verification

APPENDIX H

Fieldwork Placement Form

Fieldwork Timeline

Week	Activities
-4	Conduct site visit for appropriateness. Meet with fieldwork supervisor to discuss internship/practicum and expectations. Initiate clinical agreement process by completing "Request For Clinical Agreement" form; begin background check process if necessary.
-2	Follow up and touch base with fieldwork supervisor to verify arrangements and make plans about space and resources (e.g. phone, email, copying privileges).
1	Begin internship. Meet staff members.
2	Meet with fieldwork supervisor to discuss arrangements for caseload.
3	Assignment of caseload of two clients (if applicable).
4	Completion of 30 or 45 hours of internship/practicum.
5	
6	Assignment of additional clients (if applicable).
7	
8	Completion of 60 or 90 hours of internship/practicum.
9	
10	
11	
12	Completion of 90 or 120 hours of internship/practicum. Begin termination process with clients and staff.
13	
14	Complete Student Evaluation of Fieldwork Site. Meet with fieldwork supervisor to discuss the Fieldwork Supervisor's Evaluation and Hours Verification.
15	Completion of 120 or 180 hours of internship/practicum.

APPENDIX I

Fieldwork Learning Agreement

APPENDIX J

Human Services Approved Agencies List



California State University

Dominguez Hills

Procurement, Contracts, Logistical And Support Services
Carson, CA 90747 • (310) 243-3799 • FAX: (310) 516-3305

HUMAN SERVICES, BACHELOR OF ARTS Contract # _____

THIS AGREEMENT, is made and entered into on _____, pursuant to Education Code 89036, by and between _____ hereinafter referred to as the "FACILITY" and the Trustees of the California State University, an agency of the State of California, **CALIFORNIA STATE UNIVERSITY DOMINGUEZ HILLS**, hereinafter referred to as "UNIVERSITY".

WITNESSETH:

WHEREAS, the UNIVERSITY'S Bachelor of Arts Human Services Program requires its students to have clinical and educational experience (learning experience) in clinical facilities, schools and public agencies; and

WHEREAS, the FACILITY is willing to permit the use of its clinical facilities and services for the education of said students, under the circumstances herein defined; and

WHEREAS, it is to the mutual benefit of the parties hereto that students of the University's Human Services Program use the clinical facilities of the Facility for their clinical experience,

NOW, THEREFORE, in consideration of the covenants, conditions, and stipulations hereinafter expressed and in consideration of the mutual benefits to be derived there from, the parties hereto agree as follows:

I. FACILITY SHALL:

A. Provide clinical facilities for learning experiences for Human Services students designated by the UNIVERSITY. The experience for each student shall cover such period of time as will be specified by the UNIVERSITY.

B. Maintain clinical facilities in conformance with University standards.

C. Permit designated students and staff of UNIVERSITY to use all services of the FACILITY herein contracted for. The level of services and the number of students involved shall be determined by mutual agreement between the parties.

D. Nominate staff members to serve as volunteer clinical preceptors. The final selection of the preceptors shall be made by mutual consent between the FACILITY and the Faculty Coordinator.

E. Permit University faculty and staff to participate as their time may permit in the learning experience of the students while at Facility.

F. Be responsible for all instruction and evaluation of student performance required to meet the course objectives given by University at the FACILITY site to the students so designated.

II. TRUSTEES, THROUGH THE UNIVERSITY, SHALL:

A. Designate the students who are enrolled in the Human Services Program of the University to be assigned for learning experience at the Facility.

B. Be responsible for keeping all attendance and academic records of the students.

C. Provide guidance to students in their activities, through an individual and class setting which specifies learning activities to take place within the framework of the FACILITY.

D. Upon request, provide insurance for general liability coverage.

III. General Conditions

A. THIS AGREEMENT shall become effective upon execution, and shall continue until terminated by either party with sixty (60) days advance written notice.

B. UNIVERSITY shall defend, indemnify and hold FACILITY, its officers, employees and agents harmless from and against any and all liability, loss expense (including reasonable attorneys fees and court costs), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys fees, or claims for injury or damages are caused by or result from the negligent acts or omissions of UNIVERSITY, its officers, agents, or employees.

FACILITY shall defend, indemnify and hold UNIVERSITY, its officers, employees and agents harmless from and against any and all liability, loss expense (including reasonable attorneys fees and court costs), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys fees, or claims for injury or damages are caused by or result from the negligent acts or omissions of FACILITY, its officers, agents, or employees.

C. While in the performance of this agreement, students serve as volunteers at the Facility without compensation and are not to be considered officers, agents or employees of the University for Worker's Compensation purposes.

D. Students shall provide and maintain in force a One Million Dollar (\$1,000,000) policy of professional liability insurance during the course of their activities under this agreement.

E. UNIVERSITY, at its sole cost and expense, shall insure its activities in connection with this agreement, naming Facility as additional insured by separate endorsement, and obtain, keep in force, and maintain insurance as follows:

. Comprehensive or General Liability Insurance with a limit of One Million Dollars (\$1,000,000), and Three Million Dollars (\$3,000,000) in aggregate, per occurrence.

F. This AGREEMENT may at any time be altered, changed or amended by mutual agreement of the parties in writing.

G. Upon full execution of the agreement, any written notice given under this agreement shall be sent by registered mail to the following: CSUDH Director of Procurement and Contracts.

IN WITNESS WHEREOF, the undersigned have caused this Agreement to be effective _____, notwithstanding the fact that they may have executed the Agreement at a later date. By executing the Agreement, the parties hereto accept and agree to all of the stipulations set forth herein and agree that he/she is authorized to sign this Agreement on behalf of the parties.

**CALIFORNIA STATE UNIVERSITY,
DOMINGUEZ HILLS**

Emmit L. Williams
Director of Procurement, Contracts
Logistical and Support Services

CSU Dominguez Hills
1000 East Victoria Street
Carson, CA 90747

FACILITY

By: _____
(Authorized Signature)
Print Name: _____

Title: _____

Facility: _____

Address: _____

Date: _____

HUS 396 Focused Journal Guidelines

Students will submit journals regarding assigned or unassigned topics designed to help them maximize their learning experiences in the field internship. The assignments require students to explore themselves and learn to describe emotions and experiences. Credit will be assigned for thoroughness of discussion, thoughtful consideration of topics, clarity of written expression as well as grammar and spelling.

Journals are to be typed with "Arial" or "Times New Roman", one (1) to two (2) pages in length with 1" margins, and due on the day and at the beginning of the seminar. No late journals will be accepted. If you are absent, you are expected to submit the journal via email or hand delivered to the instructor in a timely fashion.

Focused journals will be evaluated using the rubric as outlined in the course syllabus.

All journals will be given an assigned or unassigned topic at the discretion of the instructor.

For all journals that have an unassigned topic, follow the format below.

Activities of the week

Describe what you did at your fieldwork agency this week. Give enough description so that the reader will be able to picture what you did, and enough so that you will be able to remember it when you review this log in the future.

Problematic situation(s) encountered

Describe any difficulties or problems you ran into during the week. These can be client problems that you tried to address, or agency difficulties or human needs you are trying to meet. If there were many, pick a typical one and write about it. In the unlikely case there were no problems, pick something minor and write about it. This section is not to emphasize the negative, but rather to focus on steps in problem-solving, which can be a very valuable experience.

Cause(s) of problem(s)

Analyze what may be the causes of the difficulties you encountered, including contributing factors such as personal, interpersonal, organizational, and societal factors.

Solution(s) attempted

Discuss any attempts you made to deal with the problem described above and include anything you plan to try in the future. If you are only now trying to solve something you discussed two or more weeks ago, talk about that too.

Evaluation of solution(s)

Discuss how your solutions worked out. If you have not implemented your solution, describe how you anticipate it will work out. Evaluate the reasons for your success or

failure of your solution(s). Include areas of concern or any changes you would make to your solutions.

Reactions

Describe and discuss your personal feelings, thoughts, and other reactions to your fieldwork experiences this week. This may include your accomplishments, issues of concern, revelations, dilemmas, and future plans.



California State University
Dominguez Hills

Division of Human Development
Human Services Program

Student Evaluation of Fieldwork Placement

Please return to the Seminar Instructor by the end of the internship. The purpose of this form is to evaluate the field placement experience from the student's point of view. It will be used to gather aggregate data about the field placement program and to give feedback to the Fieldwork Supervisors to promote the program effectiveness. Please complete the form carefully and thoughtfully. Only collated data will be shared; individual responses are confidential.

Semester	<input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	Academic Year	
Student Name			
Seminar Instructor Name			
Agency Name			
Fieldwork Supervisor Name			
Seminar	<input type="checkbox"/> HUS 396 (First semester) <input type="checkbox"/> HUS 396 (Second Semester) <input type="checkbox"/> HUS 496		
Describe your overall assessment of your performance at your site.			



California State University
Dominguez Hills

Division of Human Development
Human Services Program

Please use the following rating scale to best describe your experience in your fieldwork setting:

Not Applicable	Poor	Fair	Good	Very Good	Excellent
	Never	Rarely	Some of the time	Most of the time	Regularly
0	1	2	3	4	5

The Field Instructor as a source of learning

1. My Fieldwork Supervisor served as the primary source of instruction.	()
2. My Fieldwork Supervisor helped me develop the <u>Student/Supervisor Agreement For Fieldwork</u>	()
3. My Fieldwork Supervisor held individual supervision with me.	()
4. My Fieldwork Supervisor provided support for my activities.	()
5. My Fieldwork Supervisor showed enthusiasm and interest in my professional development.	()
6. My Fieldwork Supervisor was receptive and respectful of my ideas and opinions.	()
7. My Fieldwork Supervisor provided tasks relevant to my <u>Student/Supervisor Agreement For Fieldwork</u> .	()
8. My Fieldwork Supervisor provided ongoing feedback.	()
9. My Fieldwork Supervisor provided an adequate amount of structure.	()
10. My Fieldwork Supervisor helped me relate and apply what I learned in the classroom to my clients in the field.	()
11. My Fieldwork Supervisor and I actively participated in completing the <u>Fieldwork Supervisor's Evaluation and Hours Verification</u> .	()
12. My Fieldwork Supervisor demonstrated knowledge and skills as a practitioner.	()
13. My Fieldwork Supervisor worked effectively with students.	()
14. My Fieldwork Supervisor served as a professional role model for me.	()
15. Overall, I would rate my Fieldwork Supervisor as:	()



California State University
Dominguez Hills

Division of Human Development
Human Services Program

Please use the following rating scale to best describe the agency as a learning center.

Poor	Fair	Good	Very Good	Excellent
1	2	3	4	5

1. At my placement agency, the student's educational needs took precedence over the agency's service needs.	()
2. The agency's staff demonstrated commitment compatible with the values and ethics of Human Services.	()
3. I was given assignments in working with the following:	
Individuals	()
Groups	()
Administrative	()
Community	()
Diverse Cultures	()
Gender Issues	()
Other disciplines _____	()
4. Specifically, this year I participated in:	
Committee / Task Force Involvement	()
Research / Program Evaluation	()
Policy Analysis or Development	()
Staff Training	()
Organizing something on my own	()
Sufficient depth of assignments	()
Opportunity to apply theory to field experience	()
5. I recommend this agency.	Yes No
6. I recommend this Fieldwork Supervisor.	Yes No
Comments _____	



California State University
Dominguez Hills

Division of Human Development
Human Services Program

Human Services Approved Agencies

Agency Name	Address	City	State	Zip	Contact	Email Address	Phone Number	# of Interns
66 th St. Elementary School	6600 S. San Predro St.	Los Angeles	CA	90003	Mrs. Scott-Stewart	ajs0747@lausd.k12.ca.us	323/753-1589	
75th St. School	142 W. 75th St.	Los Angeles	CA	90003			(323) 971-8885	
A & G Activity Services	3701 Stocker St., #302		CA		Gary Stephens	bigdeerip@yahoo.com	310/447-2726	1
AADAP, Inc. (Asian American Drug	3850 Martin Luther	Los Angeles	CA	90008	Louis L Lewis	llewis@aadapinc.org	323/295-0262	*Open
ABC Development Pre-School and	860 Moody St.	Cypress	CA	90630	Kelly Santos	714/952-4222	714-220-1313	
American Indian Changing spirits	2120 Williams St.	Long Beach	CA		David Gudino		562/388-8118	
Anderson Family Daycare	628 Elsemere Dr.	Carson	CA	90746	Audrey Anderson	Arichscamp@aol.com	310/999-4799	
Another Chance Outreach Ministry	439 W. Compton	Compton	CA	90220			310/631-2408	1
Another Way, Another Day Guesthome	3711 W. Adams #1	Los Angeles	CA	90018	Richard Lawson	awadlawson@yahoo.com	323/317-4928	10
Asian American Drug Abuse Program	1088 S. La Brea	Los Angeles	CA	90019	Miya Sumii	msumii@aadapinc.org	323/295-0262	2
Auntie Ronnie's Daycare	2299 Pepperwood	Long Beach	CA	90815	Veronica Griffin	vgriffin6@aol.com	562/494-4453	1
B & B Child Care Center	1301 S. Burris Ave.	Compton	CA	90221	Addie Braxton,	b&bfamilyresource@aol.com	310/537-6943	
Baby Step Inn	1755 Freeman Ave.	Long Beach	CA	90804	Abbye Williams		562/986-5525	
Banneker Special Ed Center	14024 S. San Pedro	Los Angeles	CA	90061	Donna Olmsted		310/324-6668	
Boys & Girls Club of Long Beach	700 East Del Amo	Long Beach	CA	90807	Shannon Y Smith-			2
Boys & Girls Club of Long Beach	3635 Long Beach	Long Beach	CA	90805	Andrew Vice	avie@bgclubb.org	562/591-1133	*Open
Boys & Girls Club of Westminster	14400 Chestnut St.	Westminster	CA	92683	Tish Murry	tmurry@club4kids.net	714/379-0097	
Boys & Girls Club of Wilmington	1444 W. Q St.	Wilmington	CA	90744	Bryan Jebo	biebo@msn.com	310/549-8323	5
Buford Elementary	4919 W. 109th St.	Lennox	CA	90717	Martha Padilla	martha_padilla@lennox.k12.ca.us	310/330-4920	2
Cabrillo High School	2001 Santa Fe Ave.	Long Beach	CA	90810	Paula Libby	PLlibby@lbusd.k12.ca.us	562/951-7700	
California Drug Treatment & Youth	9001 S. Vermont	Los Angeles	CA	90044	Carol Schwartze		323/756-9933	2
Cambodian American Association	2390 Pacific Ave.	Long Beach	CA	90806	Samon San	samonsans@yahoo.com	562/988-1863	
Canyon Verde	2761 190 th St.	Redondo Beach	CA	90278	Pam Ryan	rbdirector@canyonverde.com	310/371-7721	1
Casa Youth Center	10911 Reagan St.	Los Alamitos	CA	90720	Ernestine Wright ,	ErnestineWright@casayouthshelter.org	562/594-6825	10-15
Catholic Charities of Los Angeles	123 E. 14th St.	Long Beach	CA	90813	AnaTotta	atott@ccharities.org	562/591-1641	3
Centinela Youth Services	11539 Hawthorne Blvd.	Hawthorne	CA	90250	Stephanie Winlock	swinlock@cys-la.org	310/970-7766	7-8
Centro Contra La Violencia	3199 E. PCH Suite	Long Beach	CA	90804	Debra Stefano			
Century Sheriff's Youth Activities League	7901 S. Compton	Los Angeles	CA	90001			323/586-7250	
Cerritos College	11110 Alondra	Norwalk	CA	90650	Norma Rodriguez,	nrodriguez@cerritos.edu	562/860-2451 x2358	
Child Life/Child Development Program	10833 Le Conte	Los Angeles	CA	90095	Paula Pleasants,	ppleasants@mednet.ucla.edu	310/825-4698	
Children, Youth, and Family	1200 W. 37th Pl.	Los Angeles	CA	90007	Jessica Hutcheson		323/730-9400	20
City of Los Angeles Department of	3580 Wilshire Blvd.	Los Angeles	CA	90010	Charles Shivers	charles.shives@lacity.org	213/252-4082	*Open
Community Day School	3513 Granda Ave.	El Monte	CA	91731	Ana Garcia ?		626/454-2481	
Community Development Commission	4909 Cesar Chavez	Los Angeles	CA	90022	Alicia Rodriguez		323/260-2210	
Community Development Commission	7611 Via Wanda	Long Beach	CA	90805	Heidi Moreno	562/423-1510	323-890-7217	
Compton Community College-Disabled	1111 E. Artesia	Compton	CA	90221	Janelle Allen,		310/900-1600	
Concept 7	200 Citadel Dr.	Commerce	CA	90040	Jackie Jakob,	jjakob@concept7.org	323/838-9566	1
Coucil on Aging-Orange County	1971 E. 4th St. Suite 200	Santa Ana	CA	92705	Carolina Gutierrez			
Crossroads Youth Programs	3200 West Adams Blvd.	Los Angeles	CA	90018	Summer Hardy	crossroadsministries@mac.com	562/533-1009	
CSUDH-College of Extended Education	1000 East Victoria	Carson	CA	90747	Margaret Gordon		310-243-3739	1
CSUDH- Housing	1000 East Victoria St.	Carson	CA	90747	Lan W	llu@csudh.edu	310/243-2281	
CSUDH-Infant-Toddler Development	1000 East Victoria	Carson	CA	90747	Nancy DiCristina,	ndicristina@csudh.edu	310/243-1011	
Culture Shock	1231 S. Pacific Ave.	San Pedro	CA	90731	Valerie Adam	cultureshockla@yahoo.com	562-498-4952 x220	

*Open=as many as we have.

Culver City Senior Center	4095 Overland Ave.	Culver City	CA	90232	Leslie Brandise		310/253-6717	not until Fall 08
Davis Family Day Care	702 W. 138th St.	Gardena	CA	90247	Deloris Davis		310/515-1327	
Day/Mason Board and Care Home	10811 Western Ave.	Los Angeles	CA	90047	George Mason		323/697-1244	
Daystar Early Learning Center	631 W. 6th St.	San Pedro	CA	90731	Deena M Franco		310/833-7412	
Department of Children & Family Services	5757 W. Century	Los Angeles	CA	90045	Carlos W. Magana		310/348-6777	
Dept. of Social Services-Inglewood	923 East Redondo	Inglewood	CA	90302	Brian Nollner	bnollner@ladpss.org	310/419-5406	
Diamond Inc.	4450 California	Long Beach	CA	90807	Timothy Wayne,	duafuett@aol.com	562/984-0101	*Open
Dispute Resolution Services	261 S. Figueroa	Los Angeles	CA		Deborah Thomas	dthomas@lacba.org	213/856-6564	
Downtown Community Development	225 East 6th St.	Long Beach	CA	90802	Wendall Thompson,	Wendall.Thompson@bymca.org	562/436-9622	
Duarte Family Day Care	1136 E. 222nd St.	Carson	CA	90745	Esperanza Duarte			
Educational Info Services	6300 State	Long Beach	CA	90815	Yvette Krebs	ykrebs@csulb.edu	562/985-5387	
El Camino College/EOPS	16007 Crenshaw	Torrance	CA	90506	Linda Massarotti,	lmassaro@elcamino.edu	310/660-6162	
Emmanuel Reformed Church	8303 Alondra Blvd.	Paramount	CA	90723	Robert Johnson	bob@emmanuel-church.org	562/531-6820	
Every Child Achieves	6400 Laurel Canyon	North Hollywood	CA	91606	Randi Peled	randi@everychildachieves.com	818/760-0501	
Faithful Central Bible Church	333 West Florence	Inglewood	CA	90301	Laroya V. Jordan	ljordan@faithfamily.org	310/330-8000 x228	
FD Roosevelt Elementary School	3533 Marine Ave	Lawndale	CA	90260	Linda Boos, Office	linda-Boos@lawndale.k12.ca.us	310/897-5723	
FedEx Ground	2600 E. 28th St.	Los Angeles	CA	90058	Jacqueline Mendez-	jaqueline.mendez@fedex.com	323/589-0224 x670	
First Landmark Missionary Baptist	2953 Sequoia Ave.	South Gate	CA	90280	Matt Olson, Youth		714/625-7562	
Gardena Senior Day Care Center	14517 S. Crenshaw	Gardena	CA	90249	Sharon Clutterbuck		310/217-9550	
Gay & Lesbian Adolescent Social	439 South Serrano	Los Angeles	CA	90028				
Grace Presbyterian Day Care	1021 Westside Drive	Los Angeles	CA	90022	Olinda Mora,			
Harbor Regional Resource Center	21231 Hawthorne	Torrance	CA	90503	Kristin Martin,	Kristin.martin@harborrc.org	310/540-1711	
Harbour Area Halfway Homes	940 Dawson Ave.	Long Beach	CA	90806	Marilyn	mujerista@All2Easy.net	562/434-0036	2
Heritage Group Home	30 Countrywood	Phillips Ranch	CA	91766	Lilia A.Garcia			
Heritage Rehabilitation Center	241414 S. Vermont	Torrance	CA	90502	Adel Castel,		310/320-8714	
Hired Help	14640 Halldale	Gardena	CA	90247	Lakesha Harris	LakeshaHarris@tmail.com	323/997-7132	1
Hosler Middle School	1300 Spruce St.	Lynwood	CA	90262	David Austin,			
House to House Outreach Women Shelter	1949 E. El Segundo	Compton	CA	90222	Pastor Claude		310/251-3781	
Human Services Association	6800 Florence Ave.	Bell Gardens	CA	90201	Daren Donnawind		562/806-5400	
Huntington Academy	2935 Spaulding St.	Long Beach	CA	90804	Cristi Huffman	c-huffman@hotmail.com	562/494-5301	2
Huntington Park Nursing Center	6425 Miles Ave.	Huntington Park	CA	90255	Rosa Urbina		323/589-5941	
Interval House	PO BOX 3356	Seal Beach	CA	90803	Crystal Beu	beu@hawaii.edu	562/594-9492	
Jim Gillian Child Care Center	4000 S. La Brea Ave.	Los Angeles	CA	90008	Julia F. Crowder	rapiimqilliamcc@lacity.org	323/291-5929	1
Joint Efforts	505 S. Pacific Ave.	San Pedro	CA	90731	Eloisa Duenas,		310/831-2358	
Kindercare	19109 Enslow Dr.	Carson	CA	90746	Karen Anderson		310/213-4057	
Labiomed Institute	1124 W. Carson St.	Torrance	CA	90502	Cedric Whitgfield,	cwhitfield@labiomed.org	310/222-3848	
LAPD Systemwide Mental Assessment	150 N. Los Angeles	Los Angeles	CA	90013	Detective Kyle	22745@lapd.lacity.org		
LASC Child Development Center	1600 Imperial	Los Angeles	CA	90047	Gwendolyne Hall		323/242-5507	
LAUSD- Taper Ave.	1824 Taper Ave.	San Pedro	CA	90731	Amy Distefano		310/832-3056	
LAUSD-Ascot Elementary	1447 E. 45th St.	Los Angeles	CA	90011	Ralph Melendez		323/235-3178	
LAUSD-Banning High School	1527 Lakme Ave.	Wilmington	CA	90744			310/549-7500	
LAUSD-Beyond the Bell	10860 S. Denker	Los Angeles	CA	90047	Kimitra Plot	kif0002@lausd.k12.ca.us	323-757-9281	
LAUSD-LA's Best	1850 W. 96th St.	Los Angeles	CA	90047	J E Jernigan	manhattan@labest.org	323/784-3729	
LAUSD-Leo Politi Elementary	24481 W. 11th St.	Los Angeles	CA	90006	Julissa Banuelos		213/480-1244	
Lawndale School District	3530 W. 177th St.	Hawthorne	CA	90250	Linda Miller		310/263-6830	
Learning Tree Day Care	800 N Acacia Ave.	Compton	CA	90220	Quita Banner,		310/637-8411	
Life Steps Foundation (Circle of Friends)	365 E. Beach Ave.	Inglewood	CA	90302	Clarence Casey		310/673-9915	
Lindbergh Child Development Center	12120 Lindbergh	Lynwood	CA	90262	Maria Noriega,		310/631-7308	

*Open=as many as we have.

Little Company of Mary					Sandra Martinez		310/543-6992	
Long Beach City College	1305 E. Pacific	Long Beach	CA	90806	Anita Gibbins	agibbins@lbcc.edu	562/938-3986	2
Long Beach Community Action Network	454 Chestnut Ave.	Long Beach	CA	90802	James Brown,	JBrownLBCAN@yahoo.com	562/234-3800	
Long Beach Health & Human Services	2525 Grand Ave.	Long Beach	CA	90815	Kerry Brown	kerry_brown@longbeach.gov	562/570-4348	not at this time
Long Beach Unified School	2898 Orange Ave.	Signal Hill	CA	90755	Patsy Cochran,	pcochran@lbusd.k12.ca.us	562/427-0833	
Los Altos Medical Group	628 E. San Antonio Dr.	Long Beach	CA	90807	Ricahrd Hochberg		562/981-1161	
Los Alamitos Recreational Department	10911 Oak St.	Los Alamitos	CA	90720	Gail			
Los Alamitos Youth Center	10909 Oak St.	Los Alamitos	CA	90720	Lina Lehecka,	lina@theyouthcenter.org	562/493-4043	
Los Angeles County Probation	1330 W. Imperial	Los Angeles	CA	90242	Randi LeFFall	Randi.Leffall@laprob.org	323/418-3062	
Los Angeles County Probation	200 W. Compton	Compton	CA	90220	Ernest Walker,		310/603-7311	
Los Angeles Harbor College	1111 Figueroa Place	Wilmington	CA	90744	Luis M Rosa, Vice			
Los Angeles Southwest College	1600 Imperial	Los Angeles	CA	90047	Roxanne Williams			
Los Angeles Southwest College	1600 W. Imperial	Los Angeles	CA	90047	Sabrina Turner		323/241-5455	
Magnolia Physical Therapy	19032 Magnolia St.	Huntington Beach	CA	92646	Marlon Flores,	magnoliapt@verizon.net	714/968-3003	
Manual Arts High School	4131 S. Vermont Ave.	Los Angeles	CA	90037	James BrownLee	JCB89421@lausd.k12.ca.us	323/232-1121 x 2183	
MHA- The Village	2025 E. 7th St.	Long Beach	CA	90804	Erin Von Femppe	evonfemppe@mhala.org	562/437-6717	
Minority AIDS Project	5149 W. Jefferson	Los Angeles	Ca	90016	Carolyn Martin	cmartin@MAP-USA.org	323/936-4949	
Mt. Pilgrim Church	400 South Santa Fe	Compton	CA	90221	Lanitra Curtis,			
National Addiction Treatment Agency	8741 Laurel Canyon	Sun Valley	CA	91352	Christy Wilson			
National Telemarketing Victim Call	11500 W. olympic	Los Angeles	CA	90064	Melodye Kleinman	mkleinman@ntvcc.org	310/473-4630	10
Native American Family Center	507 Pacific Ave.,	Long Beach	CA	90802	Tabie Bengay	TabieBegay@msn.com	562/495-4534	5
New Alternatives	1202 Civic Center Dr.	Santa Ana	CA	92703	Salma Balta		714/245-0045	
New Image Emergency Center	1301 West 12th St.	Long Beach	CA	90813	Jim Ebird, Program		562/983-7478	
New Journey School	14204 Prairie Ave.	Hawthorne	CA	90250	Renira Richardson		310/676-9042	
New Life Christian Center	4951 Oregon Ave.	Long Beach	CA	90805	Linda J Johnson	adnlij@yahoo.com	562/423-9000	
Norwalk Social Service Center	11929 Alondra	Norwalk	CA	90650	Veronica Garcia		562/929-5544	
Nueva Vista Elementary	4412 Randolph St,	Bell	CA	90201	Barabara W.		323/562-3015	
Oliver's Educational Center	1150 E. San	Long Beach	CA	90807	Monique Oliver,	oliversedu.1@verizon.net	562/989-5990	
OPICA	11759 Missouri Ave.	Los Angeles	CA	90025	Mary Michlovich	mary@opica.org	310/478-0226	1
Options for Recovery	1124 W. Carson St.,	Torrance	CA	90502	Grady Goddard,	grady@LABioMed.org	310/222-5410	
Paramount District Bureau of CalWorks	2961 E. Victoria St.	Rancho Domingue	CA	90221	Renee Jennings	rjennings@ladpss.org	310/603-5028	
Project IMPACT	2640 Industry Suite	Lynwood	CA	90262	Naomi Sherfield,	IMPACT2610@aol.com	310/631-9763	1
Raevery's Resource Center	20630 S. Leapwood	Carson	CA	90746	Sherai Onibaba	Sheraih@raeverlys.org	310/856-0280	2
Redondo Beach Family and Senior	320 Knob Hill Ave.	Redondo Beach	CA	90277	Sandra Ceman	sandra.ceman@redondo.org	310/318-0650	
Roosevelt County Park Senior Center	7600 Graham Ave.	Los Angeles	CA	90001			323/586-7217	
Roosevelt Park	7600 Graham Ave.	Los Angeles	CA	90001	Charlotte R. Perkins	cperkins@lacountyparks.org	323-586-7226	
Royal Care Center	2725 Pacific Ave.	Long Beach	CA	90806	Dennise Garibay		562/427-7493	
Roze Room Hospice	5455 Wilshire	Los Angeles	CA	90036	Kathy McMahon	volcoord@rozeroomhospice.org	800/828-9017	*Open
Saddleback Pediatric Therapy	31942 Mount	Laguna Niguel	CA	92677	Susan Z Perrine	susanperrine@cox.net	949-240-7660	*Open
Salvation Army ARC	1370 Alamitos Ave.	Long Beach	CA	90813	George Martindale,		562/218-2355	*Open
Seeking Peace: A Conflict Resolution	8724 S. Vermont	Los Angeles	CA	90044	Janisa Spears, MA	seekingpeace432@aol.com	323/753-1314	4
Servicios Legal Familiar, AKA Family	1403 E. 108th St.	Los Angeles	CA	90059		claudiatbres@sbcglobal.net	323/564-8004	
Shelter for the Homeless	15161 Jackson St.	Midway City	CA	92655	Judy Kampmann,	jakampmann@shelterforthehomeless.org	714/897-3221	
Shields for Families	12714 S. Avalon	Los Angeles	CA	90061	Sara Tienda, MSW	stienda@shieldsforfamilies.org	323/242-5000	2
Shields for Families/Exodus Program	1746 E. kay St.	Compton	CA	90221	Peter P.			2
South Bay Adult Day Care	3007 Vail Ave.	Redondo Beach	CA	90278	Kathleen Phillips,		(310) 214-6963	*Open
South Bay Bright Future	24404 S. Vermont	Harbor City	CA	90710	Glover Holloway,		(310) 891-0096	2
South Bay Community Church	2761 W. 190th St.	Redondo Beach	CA	90278	Philip Heidt	philipheidt@yahoo.com	310/371-0411	

*Open=as many as we have.

South Central Regional Center	650 West Adams	Los Angeles	CA	90007	Kimberly Bernardez	Kimberlyb@sclarc.org	213/743-3065	
South Gate International L.C.	2740 Tweety Blvd.	South Gate	CA	90280	Patricia Thomas-		323/568-3155	
Southern California Alcohol & Drug	1755 Freeman Ave.	Long Beach	CA	90804	Cynthia Alverson			
Southwestern Soccer League	1101 Pacific Coast	Wilmington	CA	90744	Jose Rubio	sowestsoccerleag@aol.com	310/513-6454	
St. Francis Xavier Cabrini School	1428 W. Imperial HWY	Los Angeles	CA	90047	Michelle Sarmiento	cabrini@pacbell.net	323/756-1354	1
St. John of God Health Care Services	13333 Palmdale Rd.	Victorville	CA	92392	Don Rose		760/241-4917	
St. John 's Well Child and Family Center	5701 S. Hoover St.	Los Angeles	CA	90037	Richard Morgan		323/541-1600	
St. Margaret Mary	25511 Eshelman	Lomita	CA	90710	Becky Campodi		310/326-9494	
Stephanie's Foster Care	6838 Severn Dr.	Paramount	CA	90723	Stephanie Hart		310/493-1882	
Su Casa Domestic Abuse Network	3840 Woodruff	Long Beach	CA	90808	Nadia Islam,			
Sydney Cooper Senior Smiles	528 Palisades Dr.	Los Angeles	CA	90272	Jill Pizitz-		310/459-0490	
The Beacon House Association	1003 S. Beacon St.	San Pedro	CA	90731	Luis Lozano	beacnhouse@aol.com	310/514-4940	1
The Ness Counseling Center	8512 Whitworth	Los Angeles	CA	90035	Dennis Brown	dbrown@thenesscenter.org	310-360-8512	1
Theresa Lindsay Senior Ctr.	429 E. 42nd Place.	Los Angeles	CA	90011	Phyllis Willis,	PEW7777@aol.com	323/846-1920	3
Toberman Settlement House/Barton Hill	131 N Grand Ave.	San Pedro	CA	90731	Gloria Lockhart,	pfoster@tobset.org	310/832-1145	
Training and Research Foundation	330 E Kelso St.	Inglewood	CA	90301	Rosa M Oregel, Site		310/412-4195	
TRIO Student Support Services-Los	855 N. Vermont	Los Angeles	CA	90029	Terrence Lew,	LewT@LACityCollege.edu	323/953-4000 x 2467	
Turning Point Program	411 N. Harbor	San Pedro	CA	90731	Debra Herrington		310/732-0697	
Union Rescue Mission	545 South San	Los Angeles	CA	90013	Bridget Wilson	bwilson@urm.com	213/347-6000 x4407	
US Vets- Vilalges at Cabrillo	2001 River Ave.	Long Beach	CA	90810	Bill Wallace,	bwallace@usvetsinc.org	562/388-8108	
Vitas Innovative Hospice Care	990 W. 190th St.	Torrance	CA	90502	Lynne Nettifee	Lynne.Nettifee@vitas.com	310/324-2273	*Open
Watts Healthcare Coporation	8005 S. Figueroa	Los Angeles	CA		Wendell C. Carmichael	wendell.carmichael@wattshealth.org	323/568-5400	
Weingart YMCA	9900 S. Vermont	Los Angeles	CA	90044	Amos Williams			
William Stephens Middle School	1830 W. Columbia	Long Beach	CA	90810	Mrs. Williams	RRWilliams@lbusd.k12.ca.us	562/595-0841	
Wilmington Recreational Center	325 Neptune Ave.	Wilmington	CA	90744	Jeri Rodin		310/548-7645	
Windsor Hills Adult Day Care Center	4042 W. Slauson Ave.	Los Angeles	CA	90043	Melvin Hillman		323/296-0554	
Women Helping Women	711 W. 17th St.	Costa Mesa	CA	92627	Carolina Gutierrez,			
Workforce Investment Network	1 Civic Plaza Dr.,	Carson	CA	90745	Matthew Brookes			
Yellow Brich Road Academy	2244 N. Bullis Road	Compton	CA	90221	Candice McNair	ybra@sbcglobal.net	310-537-1478	
YMCA of Greater Long Beach	5600 Linden Ave.	Long Beach	CA	90805	Karen Benton,	karen.benton@lbymca.org	562/422-2616	2

*Open=as many as we have.



California State University
Dominguez Hills

**Division of Human Development
Human Services Program**

Fieldwork Supervisor's Evaluation and Hours Verification

Student: _____ **Semester:** Fall Spring

S.I.D. #: _____ Summer Year _____

Agency Name: _____

Agency Address: _____

Fieldwork Supervisor: _____ Tel: _____

Email Address: _____

Seminar Instructor: _____ Tel: _____

Email Address: _____

Nature of Student Assignment: (tasks performed by student, *an additional page may be attached if necessary*)

Assessment of Student Learning:

Evaluation Key;

0 – Not applicable or not observed

1 – Unacceptable: Student shows little evidence of understanding the concept and/or demonstration of skill development.

2 – Beginning Skill Development: Student shows some understanding of the concept and is beginning to recognize in hindsight how it might have applied in practice situations.

3 – Progressing Demonstration of Skill Development: Student shows increasing understanding of concept and demonstrates the skill with greater consistency. Still needs more time and practice.

4 – Consistent Demonstration of High Level of Skill Development: Understands the concept and demonstrates the skill with consistency.

	0	1	2	3	4
1. Knowledge of and commitment to the ethics and values of the human services profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Low			High
2. Ability to identify and assess own feelings and values and appropriateness of response to clients' emotions and behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Low			High
3. Understanding the cultural values and attitudes of individuals, groups of individuals, groups, and community served by the agency by the agency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Low			High

- | | | |
|-----|---|--|
| 4. | Knowledge of agency's philosophy, structure, and organization and organization. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Low High |
| 5. | Understanding and capacity to identify other community resources and make appropriate referrals. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Low High |
| 6. | Work habits: punctuality, dependability, follow through on assignments and client contacts, preparing reports, etc. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Low High |
| 7. | Understanding of client problems. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Low High |
| 8. | Capacity for developing helping relationship with clients. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Low High |
| 9. | Capacity for developing constructive relationships with professional colleagues. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Low High |
| 10. | Capacity to communicate verbally with clients, colleagues and supervisor. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Low High |
| 11. | Skill in performance of written assignments. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Low High |
| 12. | Ability to critically evaluate the agency program and one's own performance. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Low High |
| 13. | Demonstrates integration of human services concepts and knowledge with his/her practice skills. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Low High |
| 14. | How would you rate this student for an entry level position with your agency. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Low High |

This space may be used to elaborate on any of the above. *(an additional page may be attached if necessary)*

Did the student accomplish the goals/skills of the Learning Agreement? _____
 If not, which goals/skills does the student still need to accomplish?

Summarize the student's major strengths: *(an additional page may be attached if necessary)*

Summarize the student's areas of needed growth: *(an additional page may be attached if necessary)*

Total Number of Fieldwork hours completed this semester: _____

Grade Recommendation: Credit Incomplete No Credit

Student's Supervisor: _____
(Signature) Date

Student: _____
(Signature) Date

(Signature of student signifies that evaluation has been read, but does not necessarily imply agreement with the content.)

Please return this evaluation form to:

California State University, Dominguez Hills
College of Health and Human Services – Human Services Program
1000 E. Victoria St.
Carson, CA 90747
Phone: (310) 243-3122
Fax: (310) 516-3675

Seminar Instructor: _____
(Signature)

Note: An electronic copy of this form may be obtained via our website: www.csudh.edu/hhs

California State University, Dominguez Hills
College of Health and Human Services - Human Services Program

HUS Fieldwork Placement Form

Student Information:

Today's Date: _____

Name: _____ SID. # _____

Street address: _____

City: _____ Zip code: _____

Phones / Home: _____ Work: _____ Other: _____

E-mail address: _____

SEMESTER: (check one) Fall Spring Summer YEAR: _____

SEMINAR*: (check one) 380/381 (1st semester) 390/391 (2nd semester) 480/481 (3rd sem) 484/485 (MHR)

*Seminars *must* be completed in this order.

Time of class: _____ Day of class: _____ Instructor: _____

Secured Fieldwork Placement

Student has interviewed and been accepted for internship at the following agency:

Agency Name: _____

Agency Address _____

Agency Phone Number: _____

Supervisor's Name: _____

Supervisor's Phone Number: _____

Email address _____

Is this an Approved Site? Yes No

If NO: Students must complete a Clinical Agreement form and have it returned prior to beginning placement.

Please see the **2006-2007 Approved Agency Directory** for current and accurate listings. You can browse through the list in the Student Services Office located in WH C - 300, the Human Services Office located WHB-385 or the Coordinator's office located in WHA-330D.

California State University, Dominguez Hills
College of Health and Human Services, Human Services Program

Human Services Learning Agreement for Fieldwork Placement

The purpose of this agreement is to formalize the requirements for students enrolled in a Fieldwork Placement organization. The Learning Agreement is the cornerstone of the practical experience. It sets the stage for what happens during the fieldwork placement, from a practice perspective, by providing a guide for the student, the agency-based supervisor, and the Fieldwork Seminar Instructor. Activities to be performed by the student are to be specified in the space provided. Activities then lead to skill areas to be learned while doing the specified tasks. These skills can be specific to the content of the activities, can be personal to the student or can be any combination of the two areas. There may be skills that are not listed on the Skills Classification List that the student and agency-based supervisor believe are important for the student to learn over the course of the semester.

The student agrees to perform the mutually agreed upon assignments within the agency for _____ hours per week during the current semester in partial fulfillment of requirements for practicum/internship field experience in the Human Services curriculum.

The Fieldwork Supervisor agrees to monitor the performance of the student and to provide direct supervision for a minimum of one (1) hour per week; and to evaluate the student's overall performance on the Fieldwork Supervisor's Evaluation and Hours Verification form to be provided by the Fieldwork Office.

Student Name _____

Semester/Year _____

Course: 396/396S (1st sem) 396/396S (2nd sem) 496/496S

Fieldwork Supervisor: _____

Agency Name: _____

Agency Address: _____

Supervisor Name & Title: _____

Phone: () _____ E-mail address: _____

Did you turn in the Fieldwork Placement Form to the Human Services Office? Yes No

If No, turn one in immediately to the Fieldwork Office in WH B 385. A Placement Form is required every semester.

Learning Objectives & Assignments:

(To be completed by supervisor and student; Add pages as needed.)

Skills/Learning Objectives	Activities/Assignments:

This agreement has been read, discussed, and additions have been made by the student, Supervisor, and the Fieldwork Seminar Instructor. All parties agree to fulfill this Learning Agreement.

Student

Date

Agency-based Supervisor

Date

Fieldwork Seminar Instructor

Date