

# **Department of Human Services Fieldwork Manual**



**College of Health, Human Services, and Nursing  
Division of Human Development  
Department of Human Services  
1000 E. Victoria St., EAC 902  
Carson, CA 90747  
(310) 243-3461**

Dear Human Services Majors:

Congratulations on your admission to the Human Services Department 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 in the Human Services Department at CSUDH, 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 Department 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 the Class Schedule.

Since this is required reading for all the field seminars, 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) 243-3461 if you have any questions and/or comments regarding the contents of this manual or your fieldwork placement.

Sincerely,

Phu Phan, MSW, Ph.D.  
Department Chair and Professor  
Human Services  
[pphan@csudh.edu](mailto:pphan@csudh.edu)

Department of Human Services  
Human Services Program  
Mental Health Recovery Concentration  
[hus@csudh.edu](mailto:hus@csudh.edu)

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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 by an appreciation of human beings in all of their diversity, the human services field offers assistance to clients within the context of their community and environment. Human services 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 human services professionals and educators consider in ethical and professional decision-making. It is hoped that these guidelines will be of assistance when human services 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 Department 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 Department 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 DEPARTMENT**

The mission of the Human Services Department 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; and through supervised fieldwork, to provide experience applying academic knowledge and skills in human services organizations.

**OVERVIEW OF THE HUMAN SERVICES DEPARTMENT**

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

The Human Services 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 broad 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 the Human Services Department receive both a broad, multi-disciplinary education through 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.

## **CONCENTRATIONS IN THE HUMAN SERVICES DEPARTMENT**

There are currently two Options (Concentrations) offered within the Human Services Department: the **Generalist Option** and the **Mental Health Recovery Option**. It is the student's responsibility to clarify which option the student be pursuing with their Academic Advisor, to ensure that he/she has enrolled in and completed all of the necessary courses. For the Generalist Option, the student will be taking all of the required Human Services courses. For the Mental Health Recovery Option, the student will be taking an additional three courses in mental health recovery, and the third internship will be completed at a mental health focused agency (see **Appendix N: Mental Health Agency List**). It is important for the student to determine and communicate the desired option with the Academic Advisor.

## **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 status or Vietnam Era veteran's status. This policy is applicable to all employment practices, admission of students, and educational programs and activities. 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 Department 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 <https://www.csudh.edu/equity/title-ix/>.

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: <https://www.csudh.edu/class-schedule/sp22/university-policies/student-grievance-procedures>

Students may also obtain a copy of that procedure from the Office of Equity & Internal Affairs.

### **ACCOMMODATION OF DISABILITY**

The Human Services Department 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 the Student Disability Resource Center (SdRC; <https://www.csudh.edu/sdrc/>). 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 Department. We urge that you use these resources in order to find the answers to your queries in a timely manner.

#### **Campus Resources**

<b>University website</b>	<a href="https://www.csudh.edu/">https://www.csudh.edu/</a>
<b>College website</b>	<a href="https://www.csudh.edu/chhsn/">https://www.csudh.edu/chhsn/</a> College of Health, Human Services and Nursing
<b>Department website</b>	<a href="https://www.csudh.edu/human-development/human-services/">https://www.csudh.edu/human-development/human-services/</a>
<b>University Library</b>	<a href="https://www.csudh.edu/library/">https://www.csudh.edu/library/</a> (310) 243-3715
<b>Registrar Office</b>	<a href="https://www.csudh.edu/registrar/">https://www.csudh.edu/registrar/</a> (310) 243-3645

<b>Bookstore</b>	<a href="https://www.bkstr.com/csudominguezhillsstore/home">https://www.bkstr.com/csudominguezhillsstore/home</a> (310) 243-3829
<b>Student Disability Resource Center (SdRC)</b>	<a href="https://www.csudh.edu/sdrc/">https://www.csudh.edu/sdrc/</a> (310) 243-3660 Information regarding special facilities, accommodations and services available to students with a disability.
<b>Student Health Services</b>	<a href="https://www.csudh.edu/shs/">https://www.csudh.edu/shs/</a> (310) 243-3629
<b>Student Psychological Services</b>	<a href="https://www.csudh.edu/sps/">https://www.csudh.edu/sps/</a> (310) 243-3818 Services for students who are experiencing any type of personal or interpersonal problem to participate in a counseling experience.
<b>Information Technology Help Desk</b>	<a href="https://www.csudh.edu/it/">https://www.csudh.edu/it/</a> (310) 243-2500
<b>University Police</b>	<a href="https://www.csudh.edu/dhpd/">https://www.csudh.edu/dhpd/</a> (310) 243-3639
<b>Title IX</b>	<a href="https://www.csudh.edu/equity/">https://www.csudh.edu/equity/</a>
<b>Toro Link</b>	<a href="https://torolink.csudh.edu">https://torolink.csudh.edu</a> Find and attend events, browse and join organizations, and showcase your involvement.
<b>Blackboard</b>	<a href="https://toro.csudh.edu">https://toro.csudh.edu</a> Web-based classroom educational and management platform.
<b>University Catalog</b>	<a href="https://www.csudh.edu/university-catalog/">https://www.csudh.edu/university-catalog/</a> General information about the University policies and procedures.
<b>Academic Calendar</b>	<a href="https://www.csudh.edu/academic-affairs/academic-calendar/">https://www.csudh.edu/academic-affairs/academic-calendar/</a>
<b>Class Schedule</b>	<a href="https://www.csudh.edu/class-schedule/">https://www.csudh.edu/class-schedule/</a> Up to date information about class schedules.



## Department Resources

### Department of Human Services Fieldwork Manual

This manual provides students with an overview of the department 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 DEPARTMENT COURSE DESCRIPTIONS

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

### **HUS 300 Introduction 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 Principles of Mental Health Recovery (3)**

Prerequisites: HUS 300

Co-requisites: HUS 311

Examines the history of mental health treatment and introduces students to the recovery and strengths model of mental health, which is supported by research. The concept of recovery from mental illness will be presented with a focus on the application of the strengths assessment and personal recovery plan, both evidence-based practices. Practice skills will be developed through extensive role-playing and class exercises.

### **HUS 310 Helping and Professional Relationships (3)**

Prerequisites: HUS 300

Co-requisite: HUS 380/381

An introductory course which focuses 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

This class focuses on Psychiatric Rehabilitation interventions and strategies (evidence-based practices) that promote recovery for adults with mental illness. Psychiatric diagnostic and assessment tools and skills are introduced, as well as the history of mental health treatment in this country. Role playing and class exercises will enhance the application of the skills.

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

Prerequisites: HUS 300, HUS 307, HUS 311

Co-requisites: HUS 484/485

This advanced course will focus on major evidenced based therapies (Cognitive Behavior – CBT, Dialectical Behavioral – DBT, Motivational Interviewing – MIT, and Prolonged Exposure Therapy), in addition to other evidenced-based interventions and strategies that help people with severe and persistent mental illness. The student will learn the major childhood diagnoses as well. Role playing and class exercises will enhance the application of the skills.

**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 the 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 the 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 will also present a case from their internship to the class for consultation, along with a power point presentation, in order to gain feedback and support from classmates. Students are required to update their resume through the University Career Center. 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

This is the 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 the intermediate level of helping 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 practicum 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. Students will also work on a community mapping project in groups, where they will learn about the needs of a specific

community and present their findings through video and other forms of technology to the class. Students are required to update their resume through the University Career Center. 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 the theoretical underpinnings for human services and the basic description of best practices, which 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

This is the 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 advanced 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 practicum 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 the 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 will also do a mock interview in front of the class and will review each other's resumes, to prepare for job hunting upon graduation. Students are also required to update their resume through the University Career Center. 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 agency 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 with a focus on mental health recovery. 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 and will share and problem solve regarding their fieldwork experiences. Students are required to do a mock interview as well as reviews of each other's resumes to prepare for job hunting upon graduation.

**FIELDWORKSEQUENCE**

**Students MUST attend the MANDATORY Human Services and Fieldwork Orientation meeting, which will be held each fall and spring. Students cannot go ahead with the fieldwork without attending this orientation.**

The philosophy of the Human Services Department 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 individuals, families, groups, organizations, communities, and societal needs. The practicum plays a vital role in the preparation of competent future human service professional practitioners.

**Internship Goals**

As outlined previously, the seven goals of the Human Services Department are as follows:

1. **Assessment Skills:** Demonstrate the ability to assess, plan, implement and evaluate services as they apply to target populations of individuals, groups and organizations.
2. **Applying Theory to Practice:** Use psychological, sociological, behavioral theory and other concepts and models to practice and promote prevention, maintenance, rehabilitation and healthy human functioning.
3. **Assessing and Implementing Best Practices:** Access, interpret and apply current best practices for solving/treating a specific problem with specific populations. For example, what is the current best practice for helping African American youth stay in school?

4. **Critical Thinking:** Being able to look at an issue from a neutral perspective (without bias) and be able to gather information needed to make an informed plan of action to collaborate with clients to solve the issue.
5. **Values and Ethics:** Apply Human Services ethical and professional standards to professional practice.
6. **Advocacy:** Being able to champion the rights of society’s most vulnerable members (NASW).
7. **Cultural Competency:** Integrate cultural values, knowledge and practice skills to work with people from different cultural backgrounds.

To learn these seven goals, students are required to complete three semesters of field practicum for a total of 360 fieldwork hours by the end of the program. **We highly encourage students to do these in two sites at the most, and one site if possible.** However, for each internship, the student must be performing tasks that corresponds to the skill level required (described below: Beginning, Intermediate, and Advanced skills) the responsibilities and skills learned at each of these internships should be different and should show progression and depth as follows:

**HUS 380/301 Practicum in Human Services I:** At this **BEGINNING** level, the student is expected to learn to **UNDERSTAND** the concepts of the seven goals of the department.

**HUS 390/391 Practicum in Human Services II:** At this **INTERMEDIATE** level, the student is expected to understand and start to **PERFORM** the activities related to learning the program goals. The performance of these activities should be closely monitored and/or assisted by the field supervisor.

**HUS 480/481 or HUS 484/485:** At this **ADVANCED** level, the student is expected to be able to **INDEPENDENTLY AND COMPETENTLY PERFORM** the activities related to learning the program goals with regular supervision.

Hence, the structure provided here is designed to provide breadth and depth to the student’s learning across the three internships as related to the seven department goals.

All fieldwork courses are scheduled in progression and students are expected to follow the prescribed sequence. The courses listed are only field and the HUS practice course that should be taken concurrently with field. In addition, students should take additional HUS courses according to their academic plan.

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 <b>OR</b> HUS 484/484 Practicum in Mental Health Recovery III HUS 410 Advanced Case Management

## **FIELDWORK SITE SELECTION**

### **Selection of Agency and Agency Agreement**

The Human Services Department office (EAC 902) maintains a current list of approved internship sites for students to utilize to find field placements. Students **MUST use** the agencies on the updated Agency List (which is posted on the Human Services website <https://www.csudh.edu/human-development/human-services/>), as there are many quality settings for internships. **Students may also use the approved agency list through the SLICE program on the CSUDH campus, if desired.** The internship is an excellent opportunity for students to learn hands-on human services skills and to try working with different populations, to help them determine their preferred population of choice. Although many students prefer to intern at different agencies for each internship, students can select one agency to complete two or three of the internships, if preferred. ***This can be done if students are guaranteed to learn different skills during each of the three semesters.*** This approach can aid students in learning all aspects of a particular agency.

All fieldwork sites must be approved prior to the student completing practicum hours. There is a separate list for Mental Health Recovery Agencies and both updated lists are posted on the human services website. The agency list includes the contact person and information for each internship site, **as well as information on the agency and** the expiration date. In the event that an Agency Agreement has expired or is close to expiring, it is the students' responsibility to ensure that the agreement is signed by the appropriate agency personnel and returned to the EAC-902 office PRIOR to beginning the internship. The agreement will then be sent to the university's procurement department for final approval. No practicum hours will be credited prior to the enactment of the agency agreement or until the semester has officially begun. Although students cannot officially begin their internship and accrual of hours until the semester has begun, they can begin the orientation process, paperwork and fingerprinting, if required for the specific internship, before the semester has begun. When the agency agreement has been signed and approved by the University, the student will be notified by his/her course instructor and permitted to begin the practicum.

### **Types of Fieldwork**

The COVID-19 pandemic has changed how the field of human services operates. It is now common practice that many agencies mix telecare and/or online settings in addition to in-person, on site work with clients. The student should make sure to know their options and/or requirements regarding the type of work to be performed.

### **Use of Current Employment as Fieldwork Site**

Students may use their current place of employment, 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 whenever possible.
- Practicum or internship must be approved by the course instructor.

Students should contact the Department of Human Services [hus@csudh.edu](mailto:hus@csudh.edu), with additional questions related to fieldwork.

## **Fieldwork Supervision and Hours**

Students must meet with their agency's fieldwork supervisor for supervision at least once a week, for an hour, during their internship. This is important as the fieldwork supervisor offers guidance, support and feedback to the student while the student is learning. The fieldwork supervisor must read and sign the Guidelines for Supervisors form at the beginning of the semester (**included in the appendix of this manual**). The student is required to keep track of all hours worked on a Practicum Time Log (included in this manual), which should be signed regularly by the fieldwork supervisor to ensure that all hours are completed and accounted for.

## **Guidelines for Supervisors**

Students must receive weekly supervision with the fieldwork supervisor for at least one hour. The student will work with the supervisor to receive guidance, support, feedback and learning opportunities in the internship. (Please see specific Guidelines for Supervisors in Appendix).

## **Safety Guidelines**

It is critical that students abide by the agency's safety policy, as well as the guidelines discussed in our fieldwork safety policy (see Appendix). Students should understand the agency's protocol for any possible safety issues and should discuss this protocol with their fieldwork supervisor at the beginning of the semester. Safety is of the utmost priority during internships.

## **MALPRACTICE INSURANCE REQUIREMENTS**

All students enrolled in the Human Services Department 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 Department. 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 Handbook provides 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 Department, 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 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 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 Department 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/HUS 484) are given "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/HUS 485) 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.

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



## **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 Department 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 Department 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 Human Services Department Chair or Chair of the Student Grievance and Grade Appeals Committee. If the grade issue is not successfully resolved between the instructor and the student, then the student should appeal the issue to the Department Chair.

## **CLASSROOM ATTENDANCE**

The curriculum of the Human Services Department 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 all classes. The attendance policy is clearly included in every syllabus of each course. Absences and 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.

## **POLICY REGARDING TERMINATION FOR ACADEMIC AND NONACADEMIC REASONS**

The Human Services Department 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 Department 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
7. develop and maintain effective working relationships with clients
8. 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, prejudices, unprofessionalism, or negative predispositions towards clients
9. 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
10. 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 Student Conduct Committee of the HUS Department and/or the department chair, 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 Chair of the Human Services Department.
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 Student Conduct Committee of the Human Services Department. The Committee talks to any persons with relevant information including, but not limited to, the student, course instructor and/or Fieldwork Supervisor. The Committee then makes a decision regarding termination, no termination or remedial action. The department chair 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](http://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 services 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**

# **California State University, Dominguez Hills**

**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 also 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 requires 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.



CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

College of Health, Human Services and Nursing  
Department of Human Services

## **APPENDIX C**

# **Fieldwork Preparation**

## Fieldwork Timeline

Weeks	Activities Prior to Beginning of Semester
8 weeks prior	Review Agency List and find internship sites that interest you. Research agencies online. Write down contact information on Prospective Agency List (included in manual).
7 weeks prior	Call agencies that you have written down on list to introduce self, schedule an interview and express interest in an internship. Write down all contacts made on the Agency Contact list (included in manual). Always schedule more than one agency interview to give yourself options.
4-6 weeks prior	Interview with/meet with fieldwork supervisor to discuss internship/practicum and expectations and conduct site visit to ensure agency is appropriate. Initiate agency agreement process (if contract is expired or close to being expired), by completing “Request For <b>Agency Agreement</b> ” form; begin background check process if required.
5-6 weeks prior	Type and send out follow up letters to all interviewers, thanking them for their time and expressing interest (if you are interested) in the internship. Follow up by phone call or email if you have not heard from them to confirm internship.
2 weeks prior	Follow up and touch base with fieldwork supervisor to verify start date of internship and make plans about space and resources (e.g. phone, email, copying privileges).
Week of School	Activities Once Semester Begins
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.



CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

College of Health, Human Services and Nursing  
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**Agencies of Interest Form**

List 3 agencies you would like to contact to seek a possible internship:

1) **Agency Name:** \_\_\_\_\_

**Contact Person/Title:** \_\_\_\_\_

**Phone Number:** \_\_\_\_\_

**Address:** \_\_\_\_\_

\_\_\_\_\_

**Email:** \_\_\_\_\_

**Position, skills interested in learning:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) **Agency Name:** \_\_\_\_\_

**Contact Person/Title:** \_\_\_\_\_

**Phone Number:** \_\_\_\_\_

**Address:** \_\_\_\_\_

\_\_\_\_\_

**Email:** \_\_\_\_\_

**Position, skills interested in**

**learning:** \_\_\_\_\_

\_\_\_\_\_

3) **Agency Name:** \_\_\_\_\_

**Contact Person/Title:** \_\_\_\_\_

**Phone Number:** \_\_\_\_\_

**Address:** \_\_\_\_\_

\_\_\_\_\_

**Email:** \_\_\_\_\_

**Position, skills interested in learning:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

College of Health, Human Services and Nursing  
Department of Human Services

**Agency Contact Form**

Use this contact form for each agency that you contact.

**Agency:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Name:** \_\_\_\_\_ **Title:** \_\_\_\_\_

**Phone:** \_\_\_\_\_ **Email:** \_\_\_\_\_

**PROGRESS:**

DATE: \_\_\_\_\_ CONTACT: \_\_\_\_\_ OUTCOME: \_\_\_\_\_

DATE: \_\_\_\_\_ CONTACT: \_\_\_\_\_ OUTCOME: \_\_\_\_\_

DATE: \_\_\_\_\_ CONTACT: \_\_\_\_\_ OUTCOME: \_\_\_\_\_

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DATE: \_\_\_\_\_ CONTACT: \_\_\_\_\_ OUTCOME: \_\_\_\_\_

DATE: \_\_\_\_\_ CONTACT: \_\_\_\_\_ OUTCOME: \_\_\_\_\_





CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

College of Health, Human Services and Nursing  
Department of Human Services

# **APPENDIX D**

## **Fieldwork Placement**



CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

College of Health, Human Services and Nursing  
Department of Human Services

## Fieldwork Placement Form

### Student Information

Date: \_\_\_\_\_

Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Street address: \_\_\_\_\_

City: \_\_\_\_\_ Zip code: \_\_\_\_\_

Phone Home: \_\_\_\_\_ Cell: \_\_\_\_\_

TORO Email: \_\_\_\_\_

SEMESTER: (*check one*)
 Fall     Spring     Summer    YEAR: \_\_\_\_\_
\*SEMINAR: (*check one*)
 380/381 (Beginning: 1<sup>st</sup> semester)     390/391 (Intermediate: 2<sup>nd</sup> semester)

 480/481 (Advanced: 3<sup>rd</sup> semester)     484S/485 (MHR)

*\*Seminar courses are taken in sequential order.*

Class time: \_\_\_\_\_ Class Day(s): \_\_\_\_\_ Instructor: \_\_\_\_\_

### Secured Fieldwork Placement

Student has interviewed and accepted the following agency for internship:

Agency Name: \_\_\_\_\_

Agency Address \_\_\_\_\_

Agency Phone Number: \_\_\_\_\_

Supervisor's Name: \_\_\_\_\_

Supervisor's Phone Number: \_\_\_\_\_

Email address \_\_\_\_\_

**Is this an Approved Site?**     Yes     No     SLICE

**If NO:** *Students must contact the Human Services Field Coordinator for assistance with placement.*

Please visit the Human Services website <https://www.csudh.edu/human-development/human-services/> for **Approved Agency** list.



CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

College of Health, Human Services and Nursing  
Department of Human Services

# **APPENDIX E**

## **Guidelines for Fieldwork Supervisors**



CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

College of Health, Human Services and Nursing  
Department of Human Services

### **Guidelines for Fieldwork Supervisors**

We appreciate you agreeing to supervise our student intern at your agency and supporting their educational experience. Following are the fieldwork guidelines for the Human Services Bachelor's degree at California State University, Dominguez Hills. We require that the students complete three semester-long internships as follows:

Internship 1 – 120 hours for the semester (approximately 8-10 hours per week)

Internship 2 – 120 hours for the semester (approximately 8-10 hours per week)

Internship 3 – 120 hours for the semester (approximately 8-10 hours per week)

1) **Approved Agency Agreement**: Prior to starting the actual internship and accrual of hours, there must be a signed and approved Agency Agreement between California State University, Dominguez Hills and your agency site. It is the responsibility of the student to ensure that the agency agreement is signed and current, prior to beginning the internship.

2) **Days/Hours of Internship**: The student and the fieldwork supervisor will determine the days of the week and hours that the student will be at the agency each week. The student has a time log which needs to be completed on an ongoing basis and signed by the fieldwork supervisor. The student will turn in the completed and signed time log at the end of the semester.

3) **Weekly Supervision**: The student must receive weekly supervision (individual or group) for an hour per week by a supervisor who has at least a Bachelor's degree. The fieldwork supervisor will provide guidance, support, feedback and learning opportunities throughout the semester.

4) **Learning Agreement**: The student is required to complete a learning agreement, detailing the goals and activities of the internship. This learning agreement needs to be completed in collaboration with the fieldwork supervisor, to ensure that the activities are realistic, measurable and appropriate to the setting. It is up to the student to communicate regularly with the fieldwork supervisor regarding their progress towards meeting the goals and activities during the semester.

5) **7 Learning Goals**: There are 7 learning goals required with the internship, which are detailed in the Learning Agreement. The students must complete 2 specific activities under each goal. The goals are as follows:

- **Assessment Skills**: Demonstrate the ability to assess, plan, implement and evaluate services as they apply to target populations of individuals, groups and organizations.
- **Applying Theory to Practice**: Use psychological, sociological, behavioral theory and other concepts and models to practice and promote prevention, maintenance, rehabilitation and healthy human functioning.
- **Assessing and Implementing Best Practices**: Access, interpret and present research findings on a specific population to clients, colleagues, supervisor or other members of fieldwork setting.
- **Critical Thinking**: Critically examine how to problem solve a challenging situation with a client, the agency or a community issue.



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- **Values and Ethics:** Apply ethical and professional standards to the practice of human services.
- **Advocacy:** Demonstrate the ability to affect social change through advocacy work at all levels of society. Important to consider how historical and current political, legislative and economic climate impacts the practice of human services.
- **Cultural Competency:** Integrate cultural values, knowledge and practice skills.

6) Internship Experiences: Internships are planned to ensure that students gain experience working with a variety of agencies, populations and issues. The student is expected to experience a full range of human services approaches, and to learn a broad spectrum of roles and skills. The experiences will be unique for each agency and as the student progresses in the 3 internships, it is expected that their experiences progress as well. The structure is designed to provide breadth and depth to the student's learning across the three internships as related to the seven department goals.

- **First Internship Students:** At this **BEGINNING** level, the student is expected to learn to **UNDERSTAND** the concepts of the seven goals of the department. The student will be learning about the agency, shadowing employees and beginning to try out the skills needed to work at the agency.
- **Second Internship Students:** At this **INTERMEDIATE** level, the student is expected to understand and start to **PERFORM** the activities related to learning the department goals. The performance of these activities should be closely monitored and/or assisted by the field supervisor.
- **Third Internship Students:** At this **ADVANCED** level, the student is expected to be able to **INDEPENDENTLY AND COMPETENTLY PERFORM** the activities related to learning the department goals with regular supervision.

7) Supervisor's Evaluation Form: The fieldwork supervisor is expected to complete an evaluation form, provided by the school/student, of the student's progress throughout the semester. The form is completed at the end of the semester, and is discussed and signed by both the fieldwork supervisor and the student, and is turned into the seminar instructor by the student, along with the time log. The hours must also be verified on the supervisor's evaluation form.

8) Communication with the Seminar Instructor: The student's seminar instructor will be contacting you at least once during the semester to verify the student's internship and to see how the student is doing. The instructor will either email or call you to check in during the semester. We appreciate your feedback to ensure that our students are meeting the requirements of your agency.

9) Contact the Department of Human Services: We are available during the academic year for any questions or concerns [hus@csudh.edu](mailto:hus@csudh.edu) or (310) 243-3461. We greatly value our relationship with your agency and value your feedback.

Reviewed and Agreed Upon:

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Signature of Fieldwork Supervisor

Date



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# **APPENDIX F**

  

## **Safety Guidelines**



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## **Safety Guidelines for Students in Fieldwork Placements**

Your safety is of utmost importance at your fieldwork placement. The following information is important for you to consider as a human services worker doing fieldwork placements.

### **1. Agency's Policies and Procedures on Safety**

Review the organization's policies and procedures on safety with your supervisor early on in your internship. Find out the agency's protocol on such matters as: building and office security, emergency procedures, safety on home visits, procedures for communicating regarding any dangerous incidents or threats of violence, and disaster preparedness. **If students have any concerns about any safety issues at your fieldwork placement, they should notify their fieldwork supervisor and fieldwork seminar instructor immediately to assure that appropriate services and supports are received.**

### **2. Safety Issues Related to Working with Clients**

When working with clients, some students will work with individuals who have difficulty with reality testing, dealing with overwhelming emotions and/or controlling their anger. Some clients may be prone to violence and others may be under the influence of alcohol or drugs, in withdrawal, or may have other medical or neurological disorders. The Human Services Department expects students to prepare with their field supervisors for handling potentially difficult or threatening situations, such as medical or psychiatric emergencies, suicide or homicide risks, potential abuse of others, the presence of weapons, etc. Students should never keep information about potentially dangerous clients or situations to themselves, even if they believe that they have a good relationship with the clients and can handle the situation.

### **3. Safety at the Office**

Students should never work in the agency at times when other staff is not present. The student should have the appropriate phone numbers of whom to call in an urgent situation and should know how to contact their fieldwork supervisor, available hours, etc, if needed.

### **4. Safety When Traveling by Car and During Home Visits**

When students travel by car to agency meetings or to home visits, they should have a clear understanding of where they are going and consult a map and/or directions before driving into unfamiliar areas. It is important to be aware of the safety of the neighborhood and act accordingly. Students must tell someone at the agency where he/she is going and the anticipated time of return to the agency. In all cases, but especially if there is a question of safety, students should plan accordingly with the fieldwork supervisor. It might be decided to go with another worker for the meeting and someone at the agency should know the itinerary and anticipated time of return. It is helpful to consider what to wear, which room to meet in, where to sit and to stay alert. Students who feel uneasy or threatened at any point during a meeting are encouraged to err on the side of caution and politely terminate the visit and leave.

**If a student feels uncomfortable with any assignment because of safety concerns, this should be addressed with the fieldwork supervisor and the seminar instructor to address the concerns.**

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Signature of Fieldwork Supervisor

Date



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# **APPENDIX G**

## **Fieldwork Time Log**







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# **APPENDIX H**

## **Learning Agreements**



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## Fieldwork Learning Agreement

The purpose of this agreement is to formalize the requirements for students enrolled in a Fieldwork Placement organization. The Learning Contract is the cornerstone of the practical experience. It sets the stage for what happens during the fieldwork placement 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. The purpose of fieldwork is for students to learn the skills associated with the Human Services Department goals, which are listed on the first column. Since there are three separate field internships, these are categorized as “beginning,” “middle,” and “advanced” placements, and activities should be planned with these categories in mind. For example, if the student is currently taking HUS 380/381, activities for him/her to learn should be geared toward the “beginning” level. The same logic would be applied to “intermediate” and “advanced” skill levels if students are registered in these courses.

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 available on the department’s website.

Student Name: \_\_\_\_\_

Semester/Year: \_\_\_\_\_

Course:  380/381 (1<sup>st</sup> semester/Beginning)       390/391 (2<sup>nd</sup> semester/Intermediate)

480/481 (3<sup>rd</sup> semester/Advanced)       484/485 (3<sup>rd</sup> semester/Advanced; MHR)

Fieldwork Supervisor: \_\_\_\_\_

Agency Name: \_\_\_\_\_

Agency Address: \_\_\_\_\_

Supervisor Name & Title: \_\_\_\_\_

Phone: (\_\_\_\_) \_\_\_\_\_ E-mail address: \_\_\_\_\_



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### Fieldwork Learning Contract

(To be completed by student after consultation with field supervisor; for each goal, at least 2 strategies are needed. This form has to be word-processed and signed by the field supervisor)

Please check one: **Beginning:** \_\_\_\_\_ **Intermediate:** \_\_\_\_\_ **Advanced:** \_\_\_\_\_

Goal	Strategies/activities to be taken by student	Date to be done	How to evaluate (how to know when it's done)
1. Learn assessment skills	1.		
	2.		
2. Apply theory to practice skills	1.		
	2.		
3. Accessing & implementing best practices on client/problem	1.		
	2.		
4. Critical thinking	1.		
	2.		
5. Aware of values and ethics	1.		
	2.		
6. Advocacy skills	1.		
	2.		
7. Cultural competency	1.		
	2.		

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

## SAMPLE LEARNING CONTRACT – SEMINAR I (BEGINNING)

Following are some **SAMPLE strategies/activities for each goal**, to give the student examples/ideas of how to complete the strategies. Students need to complete only TWO strategies for each goal, which should be completed and personalized as it pertains to the specific internship.

This form has to be word-processed and signed by the supervisor.  
Please check one: **Beginning: XX** **Intermediate: \_\_\_\_\_** **Advanced: \_\_\_\_\_**

**HUS 380/301 Practicum in Human Services I:** At this **BEGINNING** level, the student is expected to learn to **UNDERSTAND** the concepts of the seven goals of the department.

Goal	<b>SAMPLES: Strategies/activities to be completed by student</b>	Date to be done	How to evaluate (how to know when it's done)
<b>1. LEARN ASSESSMENT SKILLS</b>	<ul style="list-style-type: none"> <li>Shadow supervisor or 2 employees 3 times when he/she does assessments with clients; take notes.</li> </ul>	2/25/16	Confirmed by supervisor; discuss afterwards.
	<ul style="list-style-type: none"> <li>Perform 1 assessment/intake while being supervised; receive feedback afterwards.</li> </ul>	3/1/16	Checked by supervisor.
	<ul style="list-style-type: none"> <li>Review 2 written assessments completed by an employee, take notes.</li> </ul>	3/8/16	Checked by supervisor.
	<ul style="list-style-type: none"> <li>Discuss reviewed assessments with supervisor; ask questions about sections in assessments.</li> </ul>	3/8/16	Discussed and OK'd by supervisor
<b>2. APPLY THEORY TO PRACTICE SKILLS</b>	<ul style="list-style-type: none"> <li>Read about Cognitive Behavioral Therapy (CBT) and its effectiveness with specific mental health populations.</li> </ul>	2/6/16	Give supervisor the article; discuss.
	<ul style="list-style-type: none"> <li>Read about Motivational Interviewing Skills and its application to the adults being served at my internship.</li> </ul>	2/8/16	Give supervisor the article; discuss.
	<ul style="list-style-type: none"> <li>Discuss with an employee or supervisor how they use specific theoretical practice skills on the job (i.e.: CBT, Harm Reduction skills, Conflict Resolution, etc.)</li> </ul>	2/9/16	Confirm what was learned by employee/supervisor; discuss in supervision.
	<ul style="list-style-type: none"> <li>Discuss article read on topic of _____ with supervisor and how it's effectiveness with agency's client population.</li> </ul>	2/15/16	Discussed and OK'd by supervisor
<b>3. ACCESSING &amp; IMPLEMENTING BEST PRACTICES WITH CLIENT POPULATION</b>	<ul style="list-style-type: none"> <li>Select a client on caseload, consider his/her condition (or ethnicity/gender) and research the best practices on client's condition or ethnicity/gender.</li> </ul>	3/5/16	Discussed and showed supervisor article
	<ul style="list-style-type: none"> <li>Research articles on the best practices used with the specific population served at agency (for example: relationship building techniques with teens on probation).</li> </ul>	3/20/16	Discussed and OK'd by supervisor
	<ul style="list-style-type: none"> <li>Discuss articles in supervision and with other employees to see how employees actually use the best practices researched (specific skills they use).</li> </ul>	3/21/16	Discussed and OK'd by supervisor/employees

	<ul style="list-style-type: none"> <li>Interview 2 agency employees on the best practices skills they use with the specific population served (i.e.: counseling pregnant teens).</li> </ul>	10/25/14	Discussed and OK'd by supervisor
<b>4. CRITICAL THINKING</b>	<ul style="list-style-type: none"> <li>Consult with supervisor, pick a difficult case, and explore how agency provides services in this situation.</li> </ul>	3/20/16	OK'd; Discussed with supervisor
	<ul style="list-style-type: none"> <li>Interview 2 agency workers on how they have dealt with difficult clients/situations; take notes &amp; ask questions regarding specific techniques.</li> </ul>	3/21/16	Ok'd by supervisor/employees
	<ul style="list-style-type: none"> <li>Discuss findings after interviewing workers with supervisor; obtain feedback and share findings.</li> </ul>	3/25/16	Discussed with supervisor
	<ul style="list-style-type: none"> <li>Brainstorm several options on how to deal with a difficult situation with a client; discuss afterwards with supervisor.</li> </ul>	3/26/16	Discussed and OK'd by supervisor
<b>5. AWARENESS OF VALUES AND ETHICS</b>	<ul style="list-style-type: none"> <li>Obtain and read the code of ethics from the National Human Services Association.</li> </ul>	3/27/16	Obtain the code book; show to supervisor
	<ul style="list-style-type: none"> <li>Discuss Human Service Assoc. codes with supervisor; ask questions as needed.</li> </ul>	3/28/16	Discussed what was learned in supervision
	<ul style="list-style-type: none"> <li>Interview an agency worker about an ethical dilemma he/she has experienced and how it was handled/what was learned.</li> </ul>	3/30/16	Discussed with supervisor; obtained additional feedback.
	<ul style="list-style-type: none"> <li>Identify a value difference you have encountered with a client or staff at your agency. Write about it and discuss in field seminar class.</li> </ul>	3/31/16	Discussed in class; OK'd by Field Seminar Instructor
	<ul style="list-style-type: none"> <li>Identify 1 ethical dilemma encountered at internship and discuss what you have learned/what you might have done differently in supervision.</li> </ul>	3/31/16	Discussed and OK'd by supervisor
<b>6. ADVOCACY SKILLS</b>	<ul style="list-style-type: none"> <li>Review, learn, and understand concepts and methods of advocacy with specific agency.</li> </ul>	4/2/16	Discussed with supervisor
	<ul style="list-style-type: none"> <li>Research and Identify 2 advocacy groups that are offered for the clients at the agency.</li> </ul>	4/4/16	Discussed with other employees/supervisor
	<ul style="list-style-type: none"> <li>Identify one area of passion and learn about advocacy efforts in this specific area.</li> </ul>	4/6/16	Discussed and OK'd by supervisor.
	<ul style="list-style-type: none"> <li>Interview an employee about the ways he/she advocates for clients at the agency; take notes.</li> </ul>	4/8/16	Discussed findings with supervisor; OK'd by supervisor
<b>7. CULTURAL COMPETENCE</b>	<ul style="list-style-type: none"> <li>Identify the main group of clients served by agency and do some research about their backgrounds.</li> </ul>	4/10/16	Discussed with supervisor what I found
	<ul style="list-style-type: none"> <li>Discuss and review what I learned from research about agency clients, with supervisor</li> </ul>	4/11/16	Discussed and OK'd by supervisor
	<ul style="list-style-type: none"> <li>Interview 1 employee on how he/she provides culturally competent services to clients; take notes and ask questions re: challenges encountered.</li> </ul>	4/11/16	Discussed and OK'd by supervisor
	<ul style="list-style-type: none"> <li>Identify 1 client who is of a different culture than myself and research ways I can work with client in a culturally sensitive manner.</li> </ul>	4/25/16	Discussed and OK'd by supervisor
<b>8. OTHER SELF GOALS OR AGENCY GOALS</b>	<ul style="list-style-type: none"> <li>Add 1-2 more goal(s) as needed</li> </ul>	Add date	Discussed with supervisor



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College of Health, Human Services and Nursing  
Department of Human Services**SAMPLE LEARNING CONTRACT – SEMINAR II (INTERMEDIATE)**

Following are some **SAMPLE strategies/activities for each goal**, to give the student examples/ideas of how to complete the strategies. Students need to complete only TWO strategies for each goal, which should be completed and personalized as it pertains to the specific internship.

This form has to be word-processed and signed by the field supervisor.

Please check one: **Beginning:** \_\_\_\_\_ **Intermediate:** XX **Advanced:** \_\_\_\_\_

**HUS 480/481 Practicum in Human Services II:** At this INTERMEDIATE level, the student is expected to understand and start to PERFORM the activities related to learning the department goals. The performance of these activities should be closely monitored and/or assisted by the field supervisor.

Goal	SAMPLE Strategies/activities to be completed by student	Date to be done	How to evaluate (how to know when it's done)
1. LEARN ASSESSMENT SKILLS	<ul style="list-style-type: none"> <li>Perform at least 2 assessments or intakes under the supervision of supervisor.</li> </ul>	2/5/16	Checked and overseen by supervisor
	<ul style="list-style-type: none"> <li>Receive feedback from supervisor regarding assessments/intakes performed.</li> </ul>	2/6/16	Discussed and OK'd by supervisor
	<ul style="list-style-type: none"> <li>Perform 2 assessments independently and make list of questions afterwards; discuss with supervisor.</li> </ul>	2/10/16	Discussed and OK'd by supervisor
	<ul style="list-style-type: none"> <li>Read 3 different assessments completed by employees at agency; discuss what you learned with supervisor.</li> </ul>	2/15/16	Discussed and OK'd by supervisor
2. APPLY THEORY TO PRACTICE SKILLS	<ul style="list-style-type: none"> <li>Read about Cognitive Behavioral Theory (CBT) (or another theory) and its effectiveness with agency's population.</li> </ul>	2/18/16	Gave supervisor the article; discussed with supervisor
	<ul style="list-style-type: none"> <li>Discuss article/findings with supervisor or in group supervision and how the theoretical approach applies to the clients served at agency.</li> </ul>	2/19/16	Discussed and OK'd by supervisor
	<ul style="list-style-type: none"> <li>Practice 1 CBT (or another theoretical intervention) with a client or in a support group and discuss with supervisor afterwards.</li> </ul>	2/21/16	Discussed and OK'd by supervisor
	<ul style="list-style-type: none"> <li>Implement 1 CBT (or another theory) technique with a client at the agency; make notes afterwards on what was learned.</li> </ul>	2/23/16	Discussed and OK'd by supervisor
	<ul style="list-style-type: none"> <li>Discuss effectiveness of technique used with client in supervision what worked, what was learned.</li> </ul>	2/25/16	Discussed and OK'd by supervisor
3. ACCESSING & IMPLEMENTING BEST PRACTICES	<ul style="list-style-type: none"> <li>Select a client on caseload, consider his/her condition and research the best practices on client's condition and ethnicity/gender.</li> </ul>	3/1/16	Showed supervisor article; discussed and OK'd by supervisor
	<ul style="list-style-type: none"> <li>Apply 2 of the best practices learned with a specific client and discuss effectiveness of</li> </ul>	3/3/16	Discussed and OK'd by supervisor



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<b>ON CLIENT/PROBLEM</b>	techniques with supervisor afterwards.		
	<ul style="list-style-type: none"> <li>Interview a senior employee at the agency about the best practices he/she uses with clients; shadow employee during a client interaction and discuss use of best practices afterwards.</li> </ul>	3/5/16	Discussed with employee and OK'd by supervisor
	<ul style="list-style-type: none"> <li>Read article on best practices used for specific agency population and discuss at group supervision the effectiveness and use of these practices by staff.</li> </ul>	3/6/16	Discussed with staff and supervisor; OK'd
	<ul style="list-style-type: none"> <li>Read article on best practices used for population and discuss and explore with supervisor how these practices can be applied to client; apply learned skills and review afterwards in supervision.</li> </ul>	3/15/16	Discussed and OK'd by supervisor
<b>4. CRITICAL THINKING</b>	<ul style="list-style-type: none"> <li>Consult with supervisor, and together pick a difficult client situation, and explore service provision from client's perspective.</li> </ul>	3/18/16	Discussed with supervisor
	<ul style="list-style-type: none"> <li>Discuss above case with supervisor and plan to present in staff meeting; obtain feedback.</li> </ul>	3/25/16	Discussed in staff meeting and with supervisor; OK'd by supervisor
	<ul style="list-style-type: none"> <li>Ask supervisor to provide vignette on difficult client or agency situation; explore possible ways to handle situation and discuss in supervision.</li> </ul>	3/26/16	Discussed and OK'd by supervisor
	<ul style="list-style-type: none"> <li>Pick a difficult case or situation, interview 2 employees on how they would handle the situation and determine approach you will use with client; obtain feedback from supervisor afterwards.</li> </ul>	3/15/16	Discussed and OK'd by supervisor
<b>5. AWARE OF VALUES AND ETHICS</b>	<ul style="list-style-type: none"> <li>Obtain and read the code of ethics from the National Human Services Association.</li> </ul>	2/15/16	Obtain the code book; OK'd by supervisor
	<ul style="list-style-type: none"> <li>Discuss codes with supervisor and apply to a specific case at agency.</li> </ul>	2/25/16	Discussed and OK'd by supervisor
	<ul style="list-style-type: none"> <li>Identify 2 value differences noticed in working with clients at agency; discuss in supervision.</li> </ul>	3/25/16	Discussed and OK'd by supervisor
	<ul style="list-style-type: none"> <li>Identify 2 ethical dilemmas observed at agency and write a journal on self reflection; discuss in field seminar class or in supervision.</li> </ul>	4/10/16	Discussed and OK'd by supervisor or Field Seminar Instructor
<b>6. ADVOCACY SKILLS</b>	<ul style="list-style-type: none"> <li>Interview 2 employees to identify advocacy efforts used to help clients at agency.</li> </ul>	3/18/16	Discussed with employees and supervisor
	<ul style="list-style-type: none"> <li>Review agency's list of advocacy resources for clients; ask clients which agencies have been most helpful to them.</li> </ul>	4/5/16	OK'd, Discussed with supervisor
	<ul style="list-style-type: none"> <li>Attend 2 meetings of a community advocacy group related to the population served by agency and discuss and present their mission at staff meeting.</li> </ul>	4/25/16	Presented at staff meeting; OK'd by supervisor





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	<ul style="list-style-type: none"> <li>• Call 5 new agencies to add to agency's resource list (if needed by agency).</li> </ul>	4/21/16	Discussed and OK'd by supervisor
<b>7. CULTURAL COMPETENCY</b>	<ul style="list-style-type: none"> <li>• Identify a specific cultural group (ethnicity, , gender, age, sexual orientation, etc.) served by agency and research their background; discuss your findings in supervision.</li> </ul>	5/1/16	Show supervisor what I found; Discussed and OK'd by supervisor
	<ul style="list-style-type: none"> <li>• Attend at least 2 cultural functions offered by the community to learn more about this specific culture.</li> </ul>	5/1/16	Discuss findings in supervision; OK'd by supervisor
	<ul style="list-style-type: none"> <li>• Identify 2 clients who are of a different culture than oneself and read about culturally competent practices with these populations.</li> </ul>	4/19/16	Discussed what learned with supervision; OK'd by supervisor
	<ul style="list-style-type: none"> <li>• Read an article on a culture of a client who is different than your own; discuss findings and ways one can offer culturally competent services.</li> </ul>	4/9/16	Discussed and OK'd by supervisor
<b>8. Others-self goals and/or agency goals</b>	<ul style="list-style-type: none"> <li>• Add 1-2 more goal(s) as needed</li> </ul>	Add date	Discussed with supervisor

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.

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 Student

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 Date

---

 Agency-based Supervisor

---

 Date

---

 Fieldwork Seminar Instructor

---

 Date



CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

College of Health, Human Services and Nursing  
Department of Human Services**SAMPLE LEARNING CONTRACT – SEMINAR III - ADVANCED**

Following are some **SAMPLE strategies/activities for each goal**, to give the student examples/ideas of how to complete the strategies. Students need to complete only TWO strategies for each goal, which should be completed and personalized as it pertains to the specific internship.

This form has to be word-processed and signed by the field supervisor.

Please check one: **Beginning:** \_\_\_\_\_ **Intermediate:** \_\_\_\_\_ **Advanced:** xx

**HUS 490/491 or HUS 484/485: Practicum in Human Services III or Practicum in Mental Health Recovery:** At this **ADVANCED** level, the student is expected to be able to **INDEPENDENTLY AND COMPETENTLY PERFORM** the activities related to learning the department goals with regular supervision.

Goal	<b>SAMPLE Strategies/activities to be completed by student</b>	<b>Date to be done</b>	<b>How to evaluate (how to know when it's done)</b>
<b>1. LEARN ASSESSMENT SKILLS</b>	<ul style="list-style-type: none"> <li>Perform at least 5 assessments or intakes with clients from different demographic backgrounds.</li> </ul>	3/16/16	Checked and OK'd by supervisor
	<ul style="list-style-type: none"> <li>Discuss similarities &amp; differences between these assessments; discuss in supervision.</li> </ul>	3/20/16	Discussed and OK'd by supervisor
	<ul style="list-style-type: none"> <li>Present 1 case assessment that was completed with a client to a staff meeting or field seminar class; discuss any challenges you faced and ask for feedback.</li> </ul>	4/3/16	Discussed with staff and OK'd by supervisor
	<ul style="list-style-type: none"> <li>Discuss with supervisor your written assessments; receive corrective feedback as needed.</li> </ul>	4/6/16	Discussed and OK'd by supervisor
<b>2. APPLY THEORY TO PRACTICE SKILLS</b>	<ul style="list-style-type: none"> <li>Read about a treatment modality of interest (CBT, Psychodynamic, Client-centered, etc.) and present to group in seminar class.</li> </ul>	4/13/16	Give supervisor the article
	<ul style="list-style-type: none"> <li>Practice theoretical skills learned with 2 clients; discuss in supervision the effectiveness of the skills.</li> </ul>	4/15/16	Discussed and OK'd by supervisor
	<ul style="list-style-type: none"> <li>Read about 2 new theoretical group techniques and use skills with clients as a co-leader in a group. Reflect on effectiveness of skills and discuss in supervision.</li> </ul>	4/18/16	Discussed and OK'd by supervisor/co-leader
	<ul style="list-style-type: none"> <li>Assess effectiveness of learned skills and what worked and what didn't work with clients; discuss in supervision.</li> </ul>	4/28/16	Discussed and OK'd by seminar instructor
<b>3. ACCESSING &amp; IMPLEMENTING BEST PRACTICES ON CLIENT/PROBLEM</b>	<ul style="list-style-type: none"> <li>Pick a client and issue &amp; read 3 journal articles to learn about best practices on this issue.</li> </ul>	4/15/16	Discussed and showed supervisor article
	<ul style="list-style-type: none"> <li>Identify and interview one expert on best practices for the particular population you are working with and learn about how to apply these practices.</li> </ul>	4/21/16	Discussed findings with supervisor

	<ul style="list-style-type: none"> <li>Interview supervisor and one employee on the best practices used by the agency. Utilize these practices with a client or group and assess the effectiveness of these practices afterwards.</li> </ul>	4/20/16	Discussed and OK'd by supervisor.
	<ul style="list-style-type: none"> <li>Role play 3 best practices interventions in supervision and utilize with a client. Discuss effectiveness of interventions used afterwards with supervisor.</li> </ul>	4/25/16	Discussed and OK'd by supervisor
<b>4. CRITICAL THINKING</b>	<ul style="list-style-type: none"> <li>Interview members of a treatment team and ask questions about their approaches with difficult situations/clients.</li> </ul>	4/26/16	Discussed findings with supervisor
	<ul style="list-style-type: none"> <li>Write a case history on a difficult situation with a client or the agency; ask for feedback from supervisor or field seminar class.</li> </ul>	4/28/16	Share report with supervisor; discussed and OK'd by supervisor
	<ul style="list-style-type: none"> <li>Research journal articles on how to handle difficult situations with clients; discuss findings in supervision and try approach with a client.</li> </ul>	4/16/16	Share article with supervisor; discussed and OK'd by supervisor
	<ul style="list-style-type: none"> <li>Role-play a difficult client situation with supervisor and practice new skill with client; reflect on effectiveness of use of skill in supervision afterwards.</li> </ul>	4/28/16	Discussed and OK'd by supervisor
<b>5. AWARE OF VALUES AND ETHICS</b>	<ul style="list-style-type: none"> <li>Journal personal biases about particular clients and discuss with field supervisor.</li> </ul>	3/18/16	Discussed and OK'd by supervisor
	<ul style="list-style-type: none"> <li>Identify two ethical dilemmas you have experienced at the agency and discuss what you have learned from the experience in supervision.</li> </ul>	3/20/16	Discussed and OK'd by supervisor
	<ul style="list-style-type: none"> <li>Identify and write about 2 value differences you have observed between yourself and clients; review with supervisor or a colleague.</li> </ul>	3/26/16	Discussed and OK'd by supervisor
	<ul style="list-style-type: none"> <li>Read about common ethical dilemmas related to the population/agency you are working with; identify new ways to deal with these situations and discuss in supervision.</li> </ul>	5/1/16	Discussed and OK'd by supervisor
<b>6. ADVOCACY SKILLS</b>	<ul style="list-style-type: none"> <li>Attend 3 local meetings about advocacy efforts that support the agency's clients.</li> </ul>	5/6/16	Discussed and OK'd by supervisor
	<ul style="list-style-type: none"> <li>Attend 4 weekly meetings that support your agency's efforts in the community.</li> </ul>	5/2/16	Discussed and OK'd by supervisor
	<ul style="list-style-type: none"> <li>Attend a fund-raising event for your agency; meet the key fund-raisers that support your agency.</li> </ul>	4/30/16	Discussed and OK'd by supervisor
	<ul style="list-style-type: none"> <li>Join one community group as a temporary/permanent member. Report what you learn to the agency staff.</li> </ul>	2/7/16	Discussed and OK'd by supervisor
<b>7. CULTURAL COMPETENCY</b>	<ul style="list-style-type: none"> <li>Pick a group of people that has 2 degrees of difference from you and learn about their culture. Discuss what you learned in supervision and how to apply this to your work with clients.</li> </ul>	3/6/16	Discussed and OK'd by supervisor



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Table with 4 columns: Goal description, Date, and Supervisor status. Row 1: Interview at least 2 community members... 3/18/16 Discussed and OK'd by supervisor. Row 2: Work with 3 clients... 3/20/16 Discussed and OK'd by supervisor. Row 3: Use culturally competent practices... 5/1/16 Discussed and OK'd by supervisor. Row 4: 8. OTHERS-SELF GOALS AND/OR AGENCY GOALS Add 1-2 more goal(s) as needed Add date Discussed with supervisor.

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



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# **APPENDIX I**

## **Fieldwork Supervisor's Evaluation and Hours Verification**



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Fieldwork Supervisor's Evaluation and Hours Verification

Student Name: \_\_\_\_\_

HUS 380 & 381 (Beginning): \_\_\_\_\_ Semester: \_\_\_\_\_
HUS 390 & 391 (Intermediate): \_\_\_\_\_ Year: \_\_\_\_\_
HUS 480 & 481 (Advanced): \_\_\_\_\_
HUS 484 & 485 (Advanced/Mental Health Recovery Option): \_\_\_\_\_

Agency Name: \_\_\_\_\_
Agency Address: \_\_\_\_\_
Fieldwork Supervisor: \_\_\_\_\_ Tel: \_\_\_\_\_
Email Address: \_\_\_\_\_
Seminar Instructor: \_\_\_\_\_ Tel: \_\_\_\_\_

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

Assessment of Student Learning:

Evaluation Key;

- 1 - Area of future growth
2 - Demonstrates emerging skills
3 - Demonstrates skill consistently
4 - Demonstrates advanced accomplishment

Table with 8 rows of evaluation items and 4 columns of rating options (1-4, Low/High, Begin/Inter/Advanced).



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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, Human Services and Nursing  
Department of Human Services  
1000 E. Victoria St., EAC 902  
Carson, CA 90747

Seminar Instructor: \_\_\_\_\_  
(Signature)

**Note:** An electronic copy of this form is available on the website: <https://www.csudh.edu/human-development/human-services/>



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## **APPENDIX J**

# **Student Evaluation**







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# **APPENDIX K**

## **Resume**



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### Resume Tips

Following are some resume tips for human services college students and new college grads.

1. Name, address and contact information should go at the top of the resume.
2. If you choose to put Objective or Qualifications or Skills Summary on your resume, be clear, concise and connect it to the position you are looking for.
3. Education should be next and in the order of present to past. Include the official name of the college or community college, the degree obtained (or working on) and the dates graduated and expected graduation date. Example:

#### **EDUCATION**

Bachelor's Degree in Human Services 5/2015  
California State University, Dominguez Hills, CA

4. List any recent trainings that you have completed that are relevant and the organization that led the trainings and dates completed. Example:

Child Abuse Reporting Training, Conducted by 123 Agency; Carson, CA 3/2014

5. List your Professional Experience and/or Employment Experience and/or Internships from present to past, in order. Include your exact title, the name of the company and city, state and the dates you worked there. Example:

Substance Abuse Counselor, **ABC Substance Abuse Treatment Center**, Lawndale, CA  
12/2013 – 3/2016

6. Use Bullet Points for each job skill or responsibility and avoid writing the entire resume in complete sentences. Include accomplishments, skills gained and duties, while highlighting the benefits you provided for the organization. Write short, impactful sentence fragments that tell your story with a minimum of reading. Include the type of agency and the population; don't assume that people know. Examples below:
  - Co-led tutoring groups for 15 students at school's tutoring center.
  - Created homework log for students' use to track their homework completion.
  - Organized and created new resource directory for agency; called community resources to gather information.
  - Assisted in conducting intakes for clients at this medical clinic; provided case management to 5 clients.
  - Completed 10 client intakes and scheduled clients for anger management groups.
  - Led 2 group therapy sessions for adolescent teens; created curriculum for both groups.
  - Completed progress notes and treatment plans for students at this elementary school.



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- Oversaw students' completion of homework and provided support as needed.
  - Taught curriculum in three classes to third graders at this charter school.
7. Include any numbers and quantify your accomplishments if possible. It's Okay to Brag! Example:
- Created and designed homework log for tutoring students to use to track completion of assignments.
  - Increased students' homework completion rates by 50% through the use of the homework log.
  - Provided fundraising through outreach to possible donors; increased agency's donations by 25%.
8. Sell Your Secondary Skills: Don't forget the other secondary skills you have that may be important, such as your computer skills or your strong written and oral communication abilities. These are crucial skills in the Human Services field, due to the client interaction and the constant documentation that is required. You may also consider including any community service or volunteer experiences that are pertinent to this field.
9. Highlight important qualities and skills used for Employment Experience and leave out job experiences that are very short-term and irrelevant to the position you are aiming for. Example:
- Waitress, ABC Restaurant, Gardena, CA 9/2010 – 9/2015
- Served food, managed receipts and provided customer service to patrons of this family owned business.
  - Selected as "Employee of the Month" 3 times during tenure, for providing excellent customer service.
10. Avoid using too many different fonts or images: It is fine to use one or two different bolds or fonts, but too many and it is difficult to read. Be consistent in the line-up, margins, underlining and bolding, etc.
11. Proofread resume many times and Use Spell Check: Your resume should be completely spell checked and free of grammatical errors. It also helps to have someone else read it over to proof. You can also take it to the Career Center for their review and feedback.
12. Leave out Information that is too personal: Don't include too much information about your personal interests or hobbies unless it's relevant to the role. Feel free to include college organizations, honor societies, clubs or sports you participated in college and highlight accomplishments.



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# **APPENDIX L**

## **Preparing for Fieldwork Interview**



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### **Sample Interview Questions**

Here are some common interview questions that are often asked of potential interns and employees. It is helpful to practice and prepare for how you would answer these questions.

- Tell me about yourself.
- Why do you want this job? Why do you want to work for this organization?
- What are your experiences with the target population?
- What are your qualifications?
- What kind of supervision do you expect?
- How has your education/work experience prepared you for this position?
- What would you like to learn here?
- Have you done this type of work in the past? If so, tell me about it.
- What schedule would work best for you?
- What are your career goals? For the next 3 years? The next 5 years? The next 10 years?
- What are some of your strengths? Some of your weaknesses?
- What is your work style? Do you prefer to work independently or do you need a lot of supervision?
- How do you get along with and work with others?
- Tell me about a time when you struggled with a particular situation at work and how you were able to overcome it.
- Are you a leader ... a follower?
- Describe your supervision experience? Supervision style?
- What is your ideal position and career path?
- Is there anything you would like to say to close the interview?

**Do you have any questions? YES–You should always have questions!**



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### **Sample Questions for You to Ask an Interviewer**

Following are some good questions to ask your interviewer. Remember, it is important for you to interview the agency as well, to make sure it is also a good fit for you.

- How long have you worked for the agency and what do you like best about working here?
- What types of services does your agency offer?
- What are you looking for in an intern?
- Are there skill requirements for this position? If so, what are they?
- What would an intern's specific responsibilities be?
- The Human Services Department at CSUDH requires direct supervision every week, is this possible? If not, what are the alternatives?
- Who would be my supervisor and what type of supervision would I receive?
- Are there opportunities for professional development within the agency? Would I be able to participate in any of these trainings?
- Is there travel involved with this position? If so, where would I be traveling?
- Are there any costs involved in this internship? (i.e.: fingerprinting, training, TB tests, etc.). If yes, will I be required to pay for these?
- What are the agency's service delivery strengths and weaknesses?
- How are expectations for students different from those for agency staff?
- What is the process of hiring for this position?
- When should I expect to hear from you about this position?
- Thank you for this interview, do you have any further questions to ask me?