

Mentor Instructions for Completing CHHS S4 Field Program Field Paperwork

Make sure you're using Google Chrome or Firefox as your browser.

This document is also available on the CHHS Field Practice Program website

<https://csumb.edu/hhspp/field-practice-program>

Table of Contents

Interview Response Form Instructions	1
Cal State S4 CHHS Field Learning Plan Instructions	2
CalState S4 Timelog Instructions	4
One Option is "Bulk Review Entries."	5
The Second Option is to "Review & Approve" Individual Entries.	8
CalState S4 Student Evaluation	9

Interview Response Form Instructions

Please make sure to complete the [Interview Response Form](#) following the interview with the CHHS Intern Candidate. The response form allows us to track the status of students securing placements, needing time to decide, and those that are not a fit so returning this form is critical for the program to know the status of students and site availability.

Agency Interview Response Form

Please complete this form for each student interviewed for the CHHS Intern position.

CHHS Candidate Name *

Short answer text

Agency/Program Name *

Cal State S4 CHHS Field Learning Plan Instructions

This form is generated by the student in the CalStateS4 database. The CHHS Field Learning Plan (FLP) should be completed in collaboration with the field mentor at the beginning of each semester. It is the clear description of the projects, activities, and expectations of the student intern while engaging in selected CHHS Competencies at the agency. The FLP is a tool for the student, the agency staff/mentor, and CHHS faculty supervisor to have clarity about the internship experience at the agency. The document allows students and mentors to identify planned assignments and projects that students will engage in at the agency in order to gain knowledge, skills and attitudes and choose major learning outcomes to focus on for the activities. The learning plan becomes a guide for the learning opportunities and expectations for the student and the mentor for each semester at the agency. All parties should have sufficient clarity about those planned activities and experiences upon reading the document.

During the remote learning requirement, it is critical that the student and mentor meet so the student can “share screen” with you to make revisions and additions to the learning plan.

a) Components to review with the student:

II. Agency Information (to be completed by student)

Mission Statement: **Required**

Find the mission statement either on the database or the agency website

Population(s) Served: **Required**

Find the population served on the agency website, agency documents, or by talking with agency staff.

Service(s) Provided: **Required**

Find the services provided on the agency website, agency documents, or by talking with agency staff.

III. Student Placement Schedule:

Total Hours: **Required**

8

The total hours should include the total 240 hours required to graduate

Service Start Date: **Required**

Indicate the date starting this semester

Service End Date: **Required**

Indicate the date ending this semester (no later than May 10)

Time of Service: **Required**

List days of the week and specific times you will be expected to be at your agency.

Indicate the days and times your agency can expect you at your agency. For example, Mondays/Wednesdays 12-4pm

IV. Field Placement Information

A. Intern Position Title: **Required**

Discuss your title with your mentor

B. Key Responsibilities: **Required**

Use the database and/or interview information to complete key responsibilities in the position.

C. Training or workshops within or outside the agency: **Required**

Discuss training and workshop opportunities available to you during your internship.

D. Staff meetings, case conferences, etc.: **Required**

Discuss staff meeting dates, case conferences, etc that you could attend during your internship.

V. Major Learning Outcomes:

(To be completed collaboratively by student and agency Field Mentor)

Each semester, field learning plans are developed to indicate which **Major Learning Outcomes** will be addressed and to provide details on the planned assignments and activities in which the student will be involved.

Students and mentors should complete a list of planned learning opportunities and experiences the student will have to expand their knowledge base in order to gain professional skills. Mandatory tasks students need to schedule with the agency for academic assignments:

- Supervision schedule with your field mentor (with days and times)
- Date and time to meet with agency members for seminar reflections
- Date and time to meet with agency members to discuss presentations and capstone project
- Date and time to do your final evaluation and timesheet
- Any planned tasks or projects assigned by mentor
- Any planned trainings or meetings to attend

These mandatory tasks need to be included in the "Planned Learning Activities" table below. Use your syllabus, times of service, and discussion with your mentor to complete the 10 learning activities required.

Planned Learning Activities/Assignments*	Supporting Staff*	Timeline/Dates*	MLO(s) Addressed*
			Choose some options
			Choose some options
			Choose some options

b) Following a review of the draft Field Learning Agreement, the student will sign and submit the form which will generate a **CalStateS4 email to the mentor.**

Please make sure that you check your spam/ junk mail folder for this email and make sure to indicate that emails from CalStateS4 are safe! You may need to “whitelist” the email by talking with your IT department. Please see the helpful handout on [whitelisting](#).

Review and Sign your CSUMB student's Learning Plan

CalState S4 <support@calstates4.com>
Reply-To: CalState S4 <chhsfield@csumb.edu>
To: asaxton@csumb.edu

Dear CHHS Field Mentor,

The following student has identified you as their field mentor, and completed their Field Learning Agreement. Please click on the link below to review and agree to the Learning Agreement and your role as the mentor.
Agency Field Mentor:

- * I have reviewed the expectations for Field Mentors described in the University-Agency Agreement for Placement of Students (UAAPS) with my organization.
- * I agree to be the student's mentor and to provide guidance throughout their field practice.
- * I attest that the components of the Field Learning Agreement meet the standards and expectations for a field placement with this agency.
- * I agree to conduct both formative and summative evaluations of the student and to participate in a site visit if requested.
- * I also agree to discuss any issues related to the student's field practice with him or her in a timely manner and with the Field Practice Program staff and/or faculty as needed.

If you have any questions or concerns, please contact the CHHS office chhsfield@csumb.edu

To review and sign this form [click here](#)

Submitted on Friday, September 7, 2018 - 2:16pm
Submitted by user: studentmb

c) When you choose the “[click here](#)” button, you will see the student's Field Learning Agreement and be asked to sign after agreeing to each of the bullet points indicated for the field mentor in the document.

Agency Field Mentor:

Check All

- I have reviewed the expectations for Field Mentors described in the University-Agency Agreement for Placement of Students (UAAPS) with my organization.
- I agree to be the student's mentor and to provide guidance throughout their field practice.
- I attest that the components of the Field Learning Agreement meet the standards and expectations for a field placement with this agency.
- I agree to conduct both formative and summative evaluations of the student and to participate in a site visit if requested.
- I also agree to discuss any issues related to the student's field practice with him or her in a timely manner and with the Field Practice Program staff and/or faculty as needed.

Student Name Desiree Carmona

Name of Agency Field Mentor Dana Prelsnek

Email of Agency Field Mentor dana@casaoftermonterey.org

Signature of Agency Field Mentor



Date: Thu, 01/31/2019

CalState S4 Timelog Instructions

You will receive an email from CalStateS4 when the student has submitted a time entry for approval.

Request to Review Timelog from Esmeralda Contreras-heredia

Inbox x

All CHHS Field Paperwork will come from this email.



CalState S4 via mail132-16.atl131.mandrillapp.... Wed, Jan 23, 6:41
to housem, me, econtreras-heredia ▾

Hello Michelle House,

You have time entries to approve for Esmeralda Contreras-heredia.

[Click here to approve now](#)

**By clicking on this link
you will gain access to
the student paperwork**

Additional message from sender:

When you “[Click here to approve now](#)” you will see the student’s timelog.

One Option is “Bulk Review Entries.”

Program: CHHS

Placement Site: Oral Health- MCHD

Bulk Review Entries

**You may choose to
‘Bulk Review Entries’
for the student timelog**

Date/Time	Hours	What did you do during these hours?	Status
09/06/2018 - 8:00am to 9:00am	1.00	I went to the Sheriff's office to get the Live Scan done.	Approved
09/24/2018 - 8:00am to 9:30am	1.50	I attended internship orientation at the Human Resource office of Monterey County Health Department.	Approved

- a) If you choose “Bulk Review Entries,” you can select all, some, or none to approve the time entries.

Bulk Approval of Time Entries

Please check all Entries that you would like to approve/reject

- ☐ 12-11-2018 from 8:10am to 12:50pm (5 hours)
- ☐ 12-18-2018 from 8:00am to 1:45pm (6 hours)
- ☐ 01-08-2019 from 8:00am to 4:00pm (8 hours)
- ☐ 01-22-2019 from 8:00am to 3:30pm (8 hours)

[Select All](#) | [Unselect All](#)

You can check individual entries or all

Entry Status

Approved ▼

Leave a note

If you leave a note, that note will appear for all entries

Provide additional information for the student.

Next

- b) If you choose “Bulk Review Entries,” you can select all, some, or none to reject the time entry or let the student know that the time entry(ies) “Needs Update”

Entry Status

Leave a note

Needs Update
Approved
Needs Update

After selecting appropriate Time Entries choose Approved or Needs Update

c) After choosing “Next,” this screen will appear to confirm your “approval” or “needs update” for the selected entries.

Confirm approval of Esmer

Selected Entries:

- 5 hours on 12-11-2018 [8:10am to 12:50pm]
- 6 hours on 12-18-2018 [8:00am to 1:45pm]
- 8 hours on 01-08-2019 [8:00am to 4:00pm]
- 8 hours on 01-22-2019 [8:00am to 3:30pm]

Total hours: 27

Back **Submit**

If you approve the days, times, and total hours of the selected ‘Bulk Entry’ entries choose the Blue ‘Submit’ Button

The Second Option is to “Review & Approve” Individual Entries.

12/11/2018 - 8:10am to 12:50pm	4.67	Finalized the toolkit draft in English and Spanish.	Submitted	Please review and approve an individual timelog by clicking on the “Review & Approve Entry”	Review & Approve Entry
12/18/2018 - 8:00am to 1:45pm	5.75	Made edits to the asthma infographics	Submitted		Review & Approve Entry

- a) For Individual Entry Approval there are many opportunities for the mentor. You can review the details of each time entry including the date and time, total hours, activity notes, and Major Learning Outcomes that applied to the activity. You can also provide feedback in the “Leave Notes” section. The feedback can be viewed by the student, the faculty and the Field Program Coordinator. There are also options for approval, indicating need for change or going back to the timelog screen. You can even “Edit this Entry” yourself.

Review & Approve Time Entry

Review the details of the entry

Site: Oral Health- MCHD

Date/Time: 12-11-2018 8:10am to 12-11-2018 12:50pm

Hours: 4.67

Activity Notes: Finalized the toolkit draft in English and Spanish.

Student Observations: collaboration

If you want to edit the entry in any way from the date/time to the activity notes or student observations click on the “Edit this Entry” Button

Instructions: You can either approve the hours or send them back to the student if changes are needed. It is recommended that you provide a note if requiring changes before approval.

Please see instructions, provide a note, and choose the appropriate Button below if you want the student to edit this entry

Leave Notes for Esmeralda Contreras-heredia

Provide a note for the student about any changes that may need to be made

Choose the Green ‘Approve’ Button if the details of the time entry are correct

Choose the Red ‘Needs changes’ Button if you want the student to make the correction

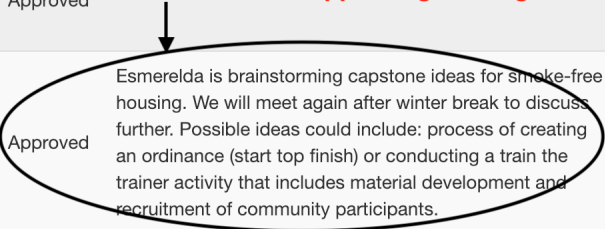
Choose the Blue ‘Return to Timelog’ Button if there are no edits necessary and you would like to complete a Bulk Review

Approve

Needs changes

Return to Timelog without saving

- b) If you decide to “Leave Notes” they will show up for the student, faculty, and Field Program Coordinator to see in their timelog.

11/27/2018 - 8:00am to 1:30pm	5.50	Worked with Maggie to edit PDF.	Approved	Notice the opportunity to include remarks while approving timelog 
12/04/2018 - 8:00am to 1:30pm	5.50	Had fist talk with Michelle about capstone. Review part of updated toolkit.	Approved	

c) If you decide to “Edit this Entry” you can change the date, hour, minute, or am/pm. The hours total is completed for you. You may also change the activity details or the CHHS Competencies the activities addressed. Once you have made the appropriate edits, make sure to choose the Green, “Save Changes” Button.

12-11-2018
8:10am to 12:50pm (4.67 hours) [Return to Timelog](#)

Date/Time **Required**

Time In

Month: Dec Day: 11 Year: 2018

Hour: 8 Minute: 10 am

Time Out

Month: Dec Day: 11 Year: 2018

Hour: 12 Minute: 50 pm

By changing the date, hour, minute, or am/pm the “Hours” total will automatically adjust to the exact time

Major Learning Outcomes **Required**

Which **Major Learning Outcomes** were addressed during the activities completed this day?

collaboration

You may also change or add to the Major Learning Outcomes addressed through the activities

Save changes and return to approval page

Additional Information

Hours **Required**

The final hours will be rounded to the nearest hour.

4.67

What did you do during these hours? **Required**

Please provide additional details about the activities you conducted during this time.

Finalized the toolkit draft in English and Spanish.

You may also change the details about the activities conducted during this entry

[Admin](#)

Make sure to choose the Green ‘Save changes’ Button once you have finished the editing

d) At the bottom of the timelog page, you will see there are two numbers. A Total Hours and an Approved Hours.

01/22/2019 - 8:00am to 3:30pm	7.50	I helped with the progress report and started to update the training curriculum. (note: the time card states I left at 3:30 because I deducted the one hour lunch I took)	Submitted	Review & Approve Entry
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Notice ‘Approved Hours’ is 67 because the student is waiting for the mentor to ‘Review & Approve’ the timelog. The Student has accumulated a total of ‘93’ hours but without approval the instructor will only count ‘Approved Hours’

Total Hours: 93
 Approved Hours: 67

CalState S4 Student Evaluation

Before the end of the semester you will receive an email from CalState S4 asking that you complete the Student Evaluation.



CalState S4 via mail179-20.suw41.mandrillapp.com
to me ▾

Mon, Jan 14, 11:16 AM



Dear CHHS Mentor,

Please review your intern's self assessment, then complete your assessment of the intern's performance this semester. Best practice is to share your assessments collaboratively in a supervision meeting.

To complete your portion of the evaluation [click here](#)

Thank you,
CHHS Department
CSU Monterey Bay

Submitted on Monday, January 14, 2019 - 11:16am

Submitted by user: admin

- a) First, the student spends time completing a self-assessment of their progress over the semester by answering many of the same questions you will be asked. You will be able to review their responses. This is their self-assessment, so students are not expected to change responses when reviewing their evaluation with you.**

Student Name Ad Min

Agency/Program CHHS Testers

Semester Spring 2019

Field Mentor Name Adrienne Saxton

Field Mentor Phone

Field Mentor Email asaxton@csumb.edu

During the field experience each student addressed a minimum of 9 Major Learning Outcomes in their Field Learning Plans and Time logs. paragraph of your competency in a minimum of 9 MLOs you addressed.

Stuff

Describe how your capstone project has impacted the agency and the community the agency serves. Things

1. How would you rate your overall ability to perform bachelor's level work in a health and human services agency? Excellent
2. How would you rate your ability to integrate into your agency's system? Unsatisfactory
3. How would you rate your ability to demonstrate professional work habits? Unsatisfactory
4. How would you rate your ability to develop positive relationships with the agency's staff and/or clients? Unsatisfactory
5. How would you rate your capacity for independent work? Unsatisfactory
6. Summarize your areas of strength in health and human services work. Stuff
7. Summarize your areas for improvement in health and human services work. Things

Student Signature

b) After reviewing the student's responses, you will be prompted to complete your portion of the student's evaluation.

During the field experience each student addressed Major Learning Outcomes in their Field Learning Plans and Time logs. Please write a brief summative paragraph of the student's competency in the MLOs the student addressed.

a;dlkrjae;

Describe how the student's capstone project has impacted the agency and the community the agency serves. ad;rlken

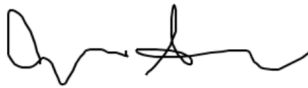
1. How would you rate the student's overall ability to perform bachelor's level work in a health and human services agency? Good
2. How would you rate the student's ability to integrate into your agency's system? Good
3. How would you rate the student's ability to demonstrate professional work habits? Good
4. How would you rate the student's ability to develop positive relationships with your agency's staff and/or clients? Good
5. How would you rate the student's capacity for independent work? Good
6. Summarize the student's areas of strength related to professional health and human services work. a;ldkfn;
7. Summarize the student's areas for improvement related to professional health and human services work. a;elrkeln;

Student's Name Student Name

Mentor's Name Adrienne Saxton

Mentor's Email asaxton@csumb.edu

Mentor Signature



Date Mon, 01/14/2019

c) You and the student will receive a confirmation email with the evaluation responses you provided.



CalState S4 via mail177-11.suw61.mandrillapp.com
to me ▾

Jan 14, 2019, 11:46 AM



Submitted on Monday, January 14, 2019 - 11:46am

Submitted by user: Anonymous

Submitted values are:

During the field experience each student addressed Major Learning Outcomes in their Field Learning Plans and Time logs. Please write a brief summative paragraph of the student's competency in the MLOs the student addressed.

a;dlkrjae;

Describe how the student's capstone project has impacted the agency and the community the agency serves.

ad;rlken

1. How would you rate the student's overall ability to perform bachelor's level work in a health and human services agency?
Good
2. How would you rate the student's ability to integrate into your agency's system?
Good
3. How would you rate the student's ability to demonstrate professional work habits?
Good

Field Mentor Assessment of the CHHS Field Practice Program

The CHHS Field Practice Program appreciates ongoing feedback from our community partners regarding program strengths and areas for improvement. Please complete this form to provide feedback:

[Field Mentor Assessment of the CHHS FPP](#)

Field Mentor Assessment of the CHHS Field Practice Program

The goal of the Collaborative Health and Human Services (CHHS) program is to prepare graduates for entry level work and/or graduate school in health and human services. Field practice engages students in supervised professional entry level work and provides opportunities to apply classroom learning in the field. Field practice consists of a team: the CHHS student, the agency Field Mentor, and the CHHS field staff/faculty. The field practice also provides a link between the university and the community.

The Collaborative Health and Human Services Field Program requires all students to participate in a placement for interprofessional and collaborative experiences in a variety of settings. Concurrently they attend field seminar classes on campus to focus on professional development and application of theory in their selected area of concentration in community health, social work and/or public administration/non-profit management.

Your feedback can help with continued improvements to our program.