

**AGREEMENT BETWEEN THE COUNTY OF TEHAMA AND
CALIFORNIA STATE UNIVERSITY, HUMBOLDT**

This Agreement is made and entered into pursuant to Education Code 89036 by and between the Trustees of the California State University, on behalf of the California State Polytechnic University, Humboldt (“University”) and the County of Tehama through its Health Services Agency (“County”).

WITNESSETH:

WHEREAS, the University is committed to high quality learning environments both in and outside of the classroom, and to providing the technology, the related training, and the support needed for high quality learning environments. California State Polytechnic University, Humboldt, is known for its long history of service to the educational, cultural, and economic needs of Northern California. The University has an outstanding record of collaboration with community and regional partners in education and business that enrich the learning environment and open career doors for students. The University promotes service learning, internship, and experiential pedagogies that combine explicit academic learning objectives with meaningful contributions to education, community service, and business.

Whereas, County is the operator of a Mental Health Facility located in Red Bluff and Corning, through which behavioral health services are needed to provide care to clients; and

Whereas, the University and County recognize the opportunity for positive learning experiences and mutual benefit for each, and for service learning students;

Whereas, it is to the mutual benefit of the parties hereto that students of the University’s Social Work Program are eligible to use the clinical facilities of County for their clinical experience; and

Now therefore, in consideration of the covenants, conditions, and stipulations hereinafter expressed and in consideration of the mutual benefits to be derived therefrom, the parties hereto agree as follows:

I. COUNTY SHALL:

- A. Allow each student who is designated by University pursuant to Paragraph II.A. below, to compete for clinical experience openings at County in the hereinafter listed types of courses, on an equal basis with students from other institutions, based on their individual merit, and, if selected, shall furnish and permit such students and University instructors free access to an appropriate clinical experience in County, subject to approval by the Mental Health Director, and or designee. County shall make the final selection among qualified candidates for

each opening in its sole discretion, which decision shall be final. Nothing in this Agreement shall be construed to guarantee that University's students will be selected for any such opening.

- B. Furnish appropriate rotations, in such a manner that there will be no conflict in the use thereof between University's students and students from other educational institutions, if any.
- C. Offer programs that will at all times meet the requirements of the Social Work Program.
- D. Assure that staff is adequate in number and quality to provide appropriate health care to individuals.
- E. Provide University instructors taking part in the Program access, as approved by the University's Clinical Training Director or designee, to the County.
- F. County shall, at no cost or expense to itself, make available emergency care/first aid for students in the case of injury on the days students are receiving training at County; all financial liability shall be assumed by the student.
- G. At the discretion of Executive Director of the Health Services Agency, permit and encourage appropriate members of the mental health staff of County to participate in the instructional phase of the clinical experience as mutually deemed appropriate by the University instructors and the County, at no cost to the County or staff.
- H. At the discretion of the Executive Director of the Health Services Agency, permit appropriate personnel to attend meetings mutually deemed appropriate by the University and County to coordinate the Program provided for under this Agreement.
- I. Notify the University's clinical instructors, in advance, of any change in the designated representatives of County.
- J. Have the right, after consultation with the University, to refuse to continue any University student who, in County's judgment, is not participating satisfactorily in said Program or to reject any student. Students and/or University personnel shall promptly and without protest leave an area whenever they are requested to do so by an authorized County representative.
- K. Provide for orientation of County staff and the University faculty in preparation for assigned clinical experiences within County.
- L. Maintain standards accepted by appropriate accrediting bodies.

- M. Students shall perform services for patients only when under the supervision, control and responsibility of County. Students shall work, perform assignments, and participate in clinics, staff meetings and in-service educational programs at the discretion of their supervisors, designated by County. Students are trainees, not employees, and are not to replace County staff. As trainees, students are considered members of County's "workforce" as that term is defined by the HIPAA regulations at 45 C.F.R. 160.103, and shall be subject to County's policies, respecting confidentiality of medical information. In order to ensure that students comply with such policies, County shall provide students with substantially the same training that it provides to its regular employees.
- N. Provide a reasonably safe area for storage of personal belongings of students, although County does not assume responsibility for any personal belongings of students.
- O. Give Student(s) a complete tour of the County site as well as satellite site if appropriate, and ensure that Student(s) are aware of all emergency procedures and are able to act responsibly in the event of an emergency.
- P. Ensure that Student(s) are aware of the unique nature of the population and/or clients of County and have received orientation and any additional training that County deems necessary to work with this population.
- Q. California law may require County to obtain Student(s) fingerprints and submit them to the Department of Justice, and/or the Federal Bureau of Investigation for a criminal background check. It is County's responsibility to 1) determine whether such fingerprinting is required 2) obtain the Student(s) fingerprints; 3) obtain criminal background clearance from the appropriate agency and 4) maintain the confidentiality of that information in accordance with California State Law.
- R. Site Supervision – County shall appoint a Site Supervisor who shall meet with Student(s) as identified in a service schedule to be determined by the faculty member and County. All clients and the site supervisor will provide guidance and advice as necessary and appropriate. A secondary Site Supervision will be responsible for the Student(s) in the absence of the primary supervisor.
- S. Workspace – Student(s) shall have appropriate space at the County site in which to conduct their assigned work. County shall provide access and training for any and all equipment necessary for the Student(s) to use in order to fulfill their assigned service rolls.
- T. Evaluation – the County Site supervisor or designee shall complete an evaluation regarding the quality of service that teach Student(s) provided to County. The evaluation will be agreed upon by the faculty member and County.

II. UNIVERSITY SHALL:

- A. Designate the students who are enrolled in the Program of University to be eligible for clinical experience at County.
- B. Establish a rotation plan for the clinical experience in the types specified in Paragraph I.A. above; provided, however, that the specified areas to be utilized therefore shall be selected subsequently by mutual agreement between the Executive Director of the Health Services Agency, or designee and University's duly authorized representative.
- C. Supervise all instruction and clinical experience given at County to the assigned students and provide the necessary clinical instructors for the Program provided for under this Agreement.
- D. Keep all attendance and academic records of students participating in said Program.
- E. Certify to County at the time each student first reports to County to participate in said Program that said student will comply with health policies of the University, including meeting standards for emotional and physical requirements, current immunizations and yearly tuberculosis testing.
- F. Be responsible for University instructor professional activities while at County.
- G. Require every instructor and student to conform to all applicable County policies, procedures, and regulations, and all requirements and restrictions specified jointly by representatives of University and County.
- H. Certify to County that all instructors functioning at County are current in LMFT/LCSW/LCPP licensure and faculty evaluation.
- I. Require University instructors to notify Executive Director of the Health Services Agency or designated representatives in advance of:
 - 1. Written objectives for students' clinical experiences.
 - 2. Student clinical schedules.
 - 3. Placement of students in community health assignments.
 - 4. Changes in clinical assignments.
- J. In consultation and coordination with Executive Director Health Services Agency or designated clinical representatives, the University's instructor will plan for the clinical experience to be provided to students under this Agreement.

- K. In consultation and coordination with Executive Director Health Services Agency or designated clinical representatives, arrange for periodic conferences between appropriate representatives of University and County to evaluate the clinical experience provided under this Agreement. University and County agree there will be no exchange of individually identifiable health information during said conferences.
- L. Provide and be responsible for the care and control of University's education supplies, materials, and equipment used for instruction during said Program.
- M. Provide for orientation of students and faculty assigned to County.
- N. University shall notify the students and supervising instructors that they are responsible for maintaining confidentiality of patient information. No student shall have access to or have the right to receive any medical record, except when necessary, in the regular course of the clinical experience. The discussion, transmission or narration in any form by students of any individually identifiable patient information, medical or otherwise, obtained in the regular course of the Program is forbidden except as a necessary part of the practical experience. Neither University nor its employees or agents shall be granted access to individually identifiable patient information unless the patient has first given consent using a form approved by County that complies with applicable State and Federal law, including the Health Insurance Portability and Accountability Act (HIPAA) and regulation thereunder. County shall reasonably assist University in obtaining such consent in appropriate circumstances. In the absence of such consent, students shall use only de-identified information in any discussions with University, its employees or agents.
- O. University agrees to report to County any security incident or any use or disclosure of Protected Health Information (in any form) not provided for by this Agreement. Security incidents include attempted or successful unauthorized access, use, disclosure, modification, or destruction of information or interference with system operations in an information system. University shall make this report by the next business day following discovery of the use, disclosure, or security incident.
- P. University shall be solely responsible for any payroll taxes, withholdings, workers' compensation and any other insurance or benefits of any kind for, employees, and agents of University providing services under this Agreement. Students are not employees or agents of University and shall receive no compensation for their participation in the Program, either from University or County. However, for purposes of HIPAA compliance under this Agreement, and

for no other purpose, students as trainees are member of County's "workforce" as that term is defined by the HIPAA regulations at 45 C.F.R. 160.103.

III. CLINICAL FIELD TRAINEES

A. University's Responsibilities:

- a. Review and Approve student's application for clinical training experience.
- b. Provide student(s) with contracted agency name and contact.
- c. Ensure that student trainees have professional liability insurance coverage.

B. County's Responsibilities:

- a. Consider potential student trainee(s) on a non-discriminatory basis.
- b. Consult with the Clinical Training Director before accepting a student into the training program to ensure the best match for student/County.
- c. Assign a master's or doctoral level mental health practitioner who is qualified in the State of California to supervise student trainees for each student trainee who is in the Master of Arts in Counseling Psychology Program.

IV. LIABILITY

- A. The Agency, its agents, and employees will in no way be liable for injury that may occur to a student or faculty member assigned to the program while engaged in program activities with the Agency. University agrees to indemnify and hold harmless the Agency, its agents and employees, against any and all liabilities for personal injury, including injury resulting in death, or damage to property, or both, resulting directly or indirectly from the participation of University faculty or students in this program with the Agency. Such indemnification shall include, but shall not be limited to, any and all liability for any injury to or caused by a University student or faculty member while involved in the performance of activities under this program.
- B. University, its faculty, staff and students, will in no way be liable for injury that may occur to anyone other than students or faculty of the University, assigned to the program while engaged in program activities with the Agency. The Agency agrees to indemnify and hold harmless University, and its employees, against any and all liabilities for personal injury, including injury resulting in death, or damage to property, or both, resulting directly or indirectly from the participation of the Agency staff, employee or other personnel in this program with University. Such

indemnification shall include, but shall not be limited to, all liability while involved in the performance of activities under this program.

V. CLINICAL EXPERIENCE

A. University's Responsibilities:

- a. Provide didactic training and support for the students in a clinical field placement seminar concurrent with the clinical field training.
- b. Communicate with the County any particular qualifications or needs of student(s).
- c. Communicate the expectation that students will adhere to County's rules and regulations and will conduct themselves accordingly to the professional and ethical standards of counseling psychologists/marriage and family therapists and the County.

B. County's Responsibilities:

- a. Orient the student to the Agency's policies, procedures, schedule, physical plant, etc.
- b. Assist the student trainee with setting appropriate training goals.
- c. Provide weekly supervision for student trainees by a qualified master's or doctoral level practitioner: either individual face-to-face, or alternative individual face-to-face and group supervision to meet BBS requirements of one unit of supervision for every five (5) hours of therapy provided by the trainee.
- d. Maintain responsibility for the clinical activities of the student(s).
- e. Provide student trainee(s) with the opportunity to work with an appropriate and diverse client population.
- f. Provide that student trainee(s) have the opportunity to accumulate the required number of clinical contact hours.
- g. Provide that student trainee(s) have the opportunity to video-tape counseling sessions for the purpose of completing required coursework.

VI. COORDINATION OF TRAINING EXPERIENCE

Both University and County will designate a person to provide coordination and oversight of training. The Clinical Training Director at the University will serve as a liaison with the

Agency site supervisor. Students will be provided documents related to clinical field placement, maintaining training records, and obtaining consents for the release of confidential information where needed. Parties will complete applicable practicum field experience documents, hereto attached as Exhibit A.

The Agency supervisor will maintain regular communication with the Clinical Training Director and will immediately communicate any issues or concerns with students. The Agency supervisor will document training experiences and activities. Student conduct or clinical training issues will be addressed per University and Program policies as outlined in the University Academic Catalog, Program Handbook and/or Clinical Training Manual.

VII. EVALUATION OF TRAINING

A. University's Responsibilities:

- a. Approve training site(s).
- b. Provide orientations and trainings to Agency supervisors and staff.
- c. Periodically review the training program at the County and visit the site as necessary.
- d. Provide necessary training and evaluation forms to site supervisors and students.
- e. Conduct student outcome assessments in terms of attainment of learning objectives Determine that student has satisfactorily completed the clinical field training placement.
- f. Assign grade for student's clinical field training experience.

B. County's Responsibilities:

- a. Site supervisor will provide written evaluation of the student's performance using evaluation forms provided by the University.
- b. Site supervisors and Clinical Training Director will review the student's evaluations of the site supervisor, training site and learning experience.

VIII. FINANCIAL RESPONSIBILITY

The University has no financial obligations to the County in having students placed in clinical field training. County has no financial obligation to having student trainees.

IX. LENGTH OF AGREEMENT TERM

- A. This Agreement shall commence on October 14, 2025, and shall terminate on June 30, 2030.
- B. This Agreement shall become effective upon execution and shall continue until terminated by either party after giving the other party thirty (30) days advance written notice of the intention to terminate.
- C. County may terminate this Agreement immediately upon oral notice to Provost, or the Clinical Training Director should funding cease or be materially decreased, or should the Tehama County Board of Supervisors decline to appropriate funding for this Agreement in any fiscal year.

X. DISCRIMINATION

No Student shall be denied participation in this program either by the University or by County because of race, color, religion, sex, sexual orientation, marital status, national origin, age or disability.

University shall not unlawfully discriminate in employment practices or in the delivery of services on the basis of race, color, creed, religion, national origin, sex, age, marital status, medical condition, physical or mental disability, use of family care leave, or any other classification or status protected by law.

XI. GENERAL CONDITIONS

A. Indemnification

County shall be responsible for damages caused by the negligence of its directors, officers, agents, employees and duly authorized volunteers occurring in the performance of this Agreement. University shall be responsible for damages caused by the negligence of its directors, officers and employees occurring in the performance of this Agreement. It is the intention of County and University that the provision of this paragraph be interpreted to impose on each party responsibility for the negligence of their respective directors, officers and employees.

B. Insurance

1. County shall provide University a letter of self-insurance evidencing commercial general liability insurance with combined single limit coverage of at least One Million Dollars (\$1,000,000) per occurrence and a general

aggregate combined single limit of bodily injury and property damage liability of at least Two Million Dollars (\$2,000,000).

2. University shall provide County a letter of self-insurance evidencing commercial general liability insurance with combined single limit coverage of at least One Million Dollars (\$1,000,000.00) per occurrence and a general aggregate combined single limit of bodily injury and property damage liability of at least Two Million Dollars (\$2,000,000.00). Such insurance shall include County, its elected officials, officers and employees as an additional insured.
3. University shall secure and maintain, for each student participating in the Program, malpractice insurance in aggregate amounts for all students of not less than One Million Dollars (\$1,000,000) per occurrence and Three Million Dollars (\$3,000,000) per annual aggregate. Said insurance shall be maintained in effect so long as the student remains a participant in the Program. A certificate evidencing such insurance shall be provided to County.
4. University will ensure that each student accepts financial responsibility for his/her own medical care and treatment throughout the term of their placement with County. County is not responsible for any premiums, fees, co-pays or deductibles associated with this coverage.

C. Status of Students

Student(s) shall at no time throughout this Agreement be considered officers, employees, agents or volunteers of County. Students shall perform services for patients only when under the supervision, control and responsibility of County. Students shall work, perform assignments, and participate in clinics, staff meetings and in-service educational programs at the discretion of their supervisors designated by County. Students are trainees, not employees, and are not to replace County staff. County and University agree that the students will not displace any bargaining unit employees, nor will any student placement otherwise violate any collective bargaining agreement.

D. Governing Law

All contracts shall be construed in accordance with, and their performance governed by, the laws of the State of California. Further, County shall comply with any State or federal law applicable to County's performance under this Agreement.

E. HIPAA Privacy Regulations

The parties agree that University is not a “business associate” of County under HIPAA. University will not be performing or assisting in the performance of covered HIPAA functions on behalf of County. There will be no exchange of individually identifiable health information between County and University. Students in the Program are trainees who are part of County’s “workforce” as defined in HIPAA regulations at 45 C.F.R. 160.103. With that understanding, the parties agree that they shall comply with all HIPAA privacy regulations, to the extent they apply at all, including but not limited to those set forth in 45 CFR Parts 160 and 164, and also with any privacy applications arising under the State of California.

F. Assignments

Without written consent of TCHSA, this Agreement is not assignable by University either in whole or in part.

G. Agreement Alterations & Integration

No alteration or variation of the terms of the Agreement shall be valid unless made in writing and signed by the parties hereto, and no oral understanding or agreement not incorporated herein shall be binding on any of the parties hereto.

H. Endorsement

Nothing contained in this Agreement shall be construed as conferring on any party hereto, any right to use the other party’s name(s) as an endorsement of product/service or to advertise, promote or otherwise market any product or service without the prior written consent of the other parties. Furthermore, nothing in this Agreement shall be construed as endorsement of any commercial product or service by University, its officers or employees.

I. Survival

Upon termination of this Agreement for any reason, the terms, provisions, representations and warranties contained in this Agreement shall survive expiration or earlier termination of this Agreement.

J. Severability

If any provision of this Agreement is held invalid by any law, rule, order of regulation of any government, or by the final determination of any State or Federal court, such invalidity shall not affect the enforceability of any other provision not held to be invalid.

K. Entire Agreement

This Agreement constitutes the entire Agreement and understanding of the parties with respect to the subject matter hereof and supercedes all prior agreements, arrangements and understandings with respect thereto. No representation, promise, inducement, or statement of intention has been made by any party hereto that is not embodied herein and no party shall be bound by or liable for any alleged representation, promise, inducement or statement not set forth herein.

L. Employment Status

It is expressly understood and agreed that this Agreement is not intended and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture or association between University and County, but is rather an Agreement by and between University and County as independent contractors.

M. Law and Venue

This Agreement shall be deemed to be made in, and shall be governed by and construed in accordance with the laws of, the State of California (excepting any conflict of laws provisions which would serve to defeat application of California substantive law). Venue for any action arising from this agreement shall be in Tehama County, California.

N. Authority

Each party executing this Agreement and each person executing this Agreement in any representative capacity, hereby fully and completely warrants to all other parties that he or she has full and complete authority to bind the person or entity on whose behalf the signing party is purposing to act.

O. Non-Exclusive Agreement

University understands that this is not an exclusive agreement, and that County shall have the right to negotiate with and enter into agreements with others providing the same or similar services to those provided by University, or to perform such services with County's own forces, as County desires.

P. No Third-Party Beneficiaries

Neither party intends that any person shall have a cause of action against either of them as a third-party beneficiary under this Agreement. The parties expressly acknowledge that is not their intent to create any rights or

obligations in any third person or entity under this Agreement. The parties agree that this Agreement does not create, by implication or otherwise, any specific, direct or indirect obligation, duty, promise, benefit and/or special right to any person, other than the parties hereto, their successors and permitted assigns, and legal or equitable rights, remedy, or claim under or in respect to this Agreement or provisions herein.

Q. Code of Conduct

Tehama County Health Services Agency (TCHSA) maintains high ethical standards and is committed to complying with all applicable statutes, regulations, and guidelines. The TCHSA and each of its employees and University shall follow an established Code of Conduct.

PURPOSE

The purpose of the TCHSA Code of Conduct is to ensure that all TCHSA employees and University are committed to conducting their activities in accordance with the highest levels of ethics and in compliance with all applicable State and Federal statutes, regulations, and guidelines. The Code of Conduct also serves to demonstrate TCHSA's dedication to providing quality care to its patients.

CODE OF CONDUCT – General Statement

The Code of Conduct is intended to provide TCHSA employees and University with general guidelines to enable them to conduct the business of TCHSA in an ethical and legal manner;

Every TCHSA employee and University is expected to uphold the Code of Conduct;

Failure to comply with the Code of Conduct or failure to report non-compliance may subject the TCHSA employee or University to disciplinary action, up to or including termination of employment or contracted status.

CODE OF CONDUCT

All TCHSA employees and University:

- Shall perform their duties in good faith and to the best of their ability.
- Shall comply with all statutes, regulations, and guidelines applicable to Federal health care programs, and with TCHSA's own policies and procedures.
- Shall refrain from any illegal conduct. When an employee or University is uncertain of the meaning or application of a statute, regulation, or guideline, or the legality of a certain practice or activity, he or she shall

seek guidance from his or her immediate Supervisor, Director, the Quality Assurance Manager or the Compliance Auditor.

- Shall not obtain any improper personal benefit by virtue of their employment or contractual relationship with TCHSA.
- Shall notify their Supervisor, Director, Assistant Executive Director or Executive Director immediately upon receipt (at work or at home) of any inquiry, subpoena, or other agency or governmental request for information regarding TCHSA.
- Shall not destroy or alter TCHSA information or documents in anticipation of, or in response to, a request for documents by any applicable governmental agency or from a court of competent jurisdiction.
- Shall not engage in any practice intended to unlawfully obtain favorable treatment or business from any entity, physician, patient, resident, vendor, or any other person or entity in a position to provide such treatment or business.
- Shall not accept any gift of more than nominal value or any hospitality or entertainment, which because of its source or value, might influence the employee's or University's independent judgment in transactions involving TCHSA.
- Shall disclose to their Director any financial interest, official position, ownership interest, or any other relationship that they (or a member of their immediate family) has with TCHSA vendors or University.
- Shall not participate in any false billing of patients, governmental entities, or any other party.
- Shall not participate in preparation of any false cost report or other type of report submitted to the government.
- Shall not pay or arrange for TCHSA to pay any person or entity for the referral of patients to TCHSA, and shall not accept any payment or arrangement for TCHSA to accept any payment for referrals from TCHSA.
- Shall not use confidential TCHSA information for their own personal benefit or for the benefit of any other person or entity while employed at or under contract to TCHSA, or at any time thereafter.
- Shall not disclose confidential medical information pertaining to TCHSA's patients or clients without the express written consent of the patients or clients or pursuant to court order and in accordance with the applicable law and TCHSA applicable policies and procedures.
- Shall promptly report to the Compliance Auditor any and all violations or suspected violations of the Code of Conduct.

- Shall promptly report to the Compliance Auditor any and all violations or suspected violations of any statute, regulation, or guideline applicable to Federal health care programs or violations of TCHSA's own policies and procedures.
- Shall not engage in or tolerate retaliation against employees or University who report or suspect wrongdoing.

XII. NOTICES

Any notice required to be given pursuant to the terms and provisions of this Agreement shall be in writing and shall be sent first class mail to the following addresses:

For University:

Procure@humboldt.edu
Contracts, Procurement
1 Harpst Street
Arcata, CA 95521-8299

For County

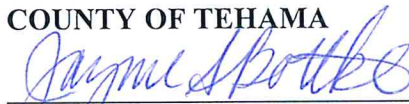
Attn: Executive Director
Tehama County Health Services Agency
Post Office Box 400
Red Bluff, CA 96080

Notice shall be deemed to be effective two days after mailing.

IN WITNESS WHEREOF, County and Contractor have executed this agreement on the day and year set forth below.

Date: 10-8-25

COUNTY OF TEHAMA


Jayme S. Bottke, Executive Director

**THE TRUSTEES OF THE
CALIFORNIA STATE UNIVERSITY,
ON BEHALF OF CALIFORNIA STATE
POLYTECHNIC UNIVERSITY,
HUMBOLDT**

Date: 10/08/2025

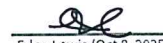

Edna Lewis (Oct 8, 2025 15:51:53 PDT)
Edna Lewis, Procurement Specialist
Contracts, Procurement

Exhibit A

CAL POLY HUMBOLDT

Department of Social Work

707 826-4448	PHONE
707 826-4434	FAX
socialwork@humboldt.edu	EMAIL

Cal Poly Humboldt Department of Social Work 2025 PROPOSAL for Practicum Using Place of Employment

STUDENT NAME

Social Work Program Level: ☐ BASW ☐ MSW Foundation ☐ MSW Advanced

Program: ☐ Distributed Learning (DL) ☐ Campus

Stipend Program: ☐ Child Welfare IV-E/ PATHWAY Other: _____

Planned Academic Year for Placement: **Aug. 2025- May 2026**

EMPLOYER:

PROGRAM DIRECTOR/LEAD (person who can legally authorize and sign Employment Practicum Agreement):

EMPLOYMENT DIRECT SUPERVISOR:

EMAIL:

PHONE:

SECTION I: EMPLOYER REQUIREMENTS

Each employing agency may have existing policies and requirements regarding opportunity for Practicum (otherwise known as Internship) experiences within the agency, employee probationary status or other guidelines that must be met internally for employment-based placements to be approved.

Please answer YES, NO or N/A. You can also give an explanation if needed.

Is there approval from employment leadership/human resources for this Practicum proposal?

Is there an existing placement agreement established between Cal Poly Humboldt Social Work Department and the employer?

Would the student be completing Practicum activities within the scope of their paid employment?

If Practicum activities are being undertaken on a volunteer/unpaid basis, is the employer assuming responsibility for liability for these activities?

SECTION II: SOCIAL WORK PRACTICUM SUPERVISION REQUIREMENTS

During the academic year, students completing their Practicum must receive regular oversight during Practicum activities, including at least one hour per week of reflective supervision from a Social Work–degreed professional. Ideally, one individual provides both oversight and reflective supervision. When necessary, co-supervision of a day-to-day supervisor with the addition of an Social Work-degreed supervisor performing the responsibilities below are accepted.

Social Work Supervision Responsibilities:

- Attending the Practicum Supervisor Training and Orientation at the start of the Fall semester is required.
- Review and sign the Learning Agreement.
- Provide an equivalent to 1hr a week supervision specific to Social Work Practicum.
- Provide general oversight of the student's Practicum duties and/or be available for consultation (this responsibility may be delegated to a Site Supervisor).
- Approve students' hours logs (can be shared or delegated to the Site Supervisor).
- Complete mid-year and end of year Practicum Evaluations. (Input from the site supervisor should be included in Learning Agreements and Evaluations)
- Attend site visits (can be virtual or in-person) - should include the employment/Social Work Supervision team along with the Faculty Liaison and the student.

Please see the Humboldt Social Work Community Placement Handbook for the full guidelines regarding supervision expectations. <https://socialwork.humboldt.edu/content/community-placement-Practicum-education>

Social Work supervision will be provided by:

Name and degree/credentials of Social Work Supervisor:

EMAIL:

PHONE:

Is the Social Work Practicum supervisor also the student's day-to-day (Site) Supervisor?

☐ YES ☐ NO

If NO please identify who site supervision is provided by:

Name and any degree/licensure/credentials (if applicable - not required):

EMAIL:

PHONE:

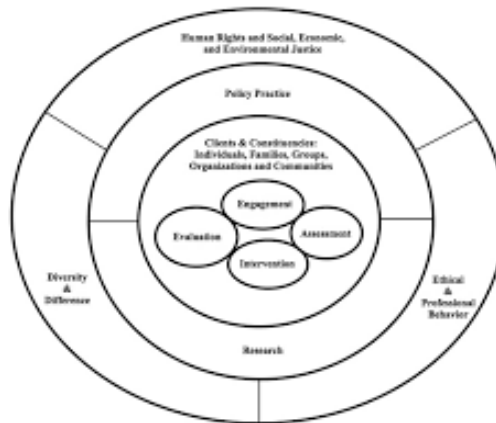
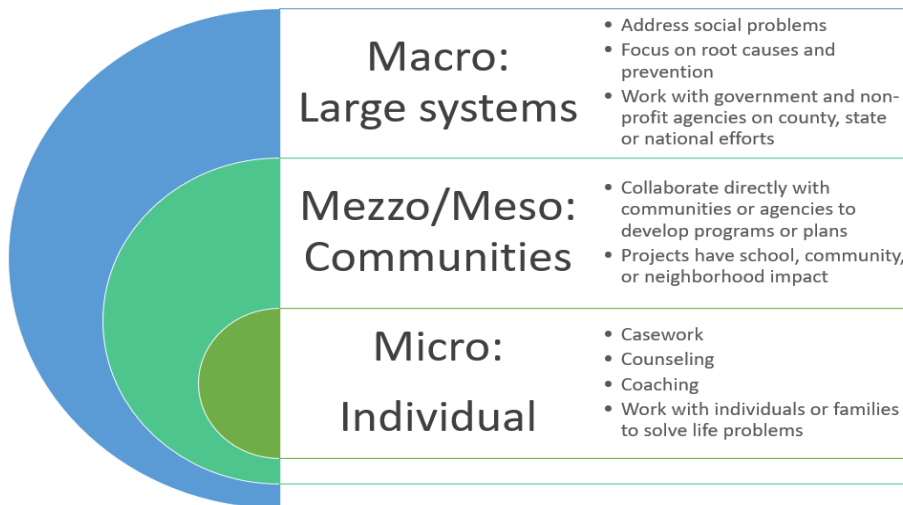
SECTION III: PROPOSED PRACTICUM GOALS & ACTIVITIES

NOTE: if you are proposing to use the SAME EMPLOYMENT SITE for a second year of Practicum you need to also complete ADDENDUM A of this document.

Practicum placements are for a full academic year. Proposed activities may not begin until the Fall Semester and there must be enough range of activities to allow for professional development and growth over nine months' time, through the end of the Spring Semester.

In this Section you will propose overall Practicum Goals for the year and GENERAL activities to create a "map" for your employment based Practicum. In these Goals and activities please consider the multiple levels of practice as well as the Cal Poly Humboldt SW program emphasis - working with rural and Indigenous communities.

The goal in this Section is to identify learning opportunities available to the student within the agency that will make up the Practicum. Students will need to complete a more detailed learning agreement document during their Practicum seminar coursework that is based upon this proposal and includes specifics for our CSWE Competencies and behaviors.



Please use the above chart and holistic map of CSWE Competencies to look at your current employment position and identify the expanded opportunities available to you at your agency for your Practicum.

CONSIDERATIONS:

- Our Competencies ask us to learn and engage in ethical practice, uplift Human Rights, explore and promote anti-racist practices, consider social justice, learn about policy and research informed methodology, practice engagement, assessment, interventions and evaluation. Please consider these when you create goals and proposed activities.
- Practicum activities should go beyond your regular job duties and offer learning opportunities to build off of regular job responsibilities
- For Advanced Year MSW: please identify how you will engage in advanced practice in context of your setting, i.e. related to opportunities for leadership, clinical practice, policy/administration, project based learning, etc.

IDENTIFIED LEARNING GOALS FOR PRACTICUM YEAR (No more than 3-4)

DESCRIPTION OF PROPOSED PRACTICUM **ACTIVITIES** (in general - these will be used to write your Learning Agreement in the Fall). You may attach position description if helpful

PROPOSED PRACTICUM SCHEDULE

average of 14-16 hours a week for Fall and Spring semester - can be completed throughout the week or in full day "block" schedule

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PROPOSED SUPERVISION SCHEDULE (Social Work specific = 1 hour per week)

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PROGRAM EMPHASIS IN ACTIVITIES

Please identify how your proposed activities will address the program emphasis in practice with Indigenous and rural communities. Be sure to identify how the student will be supported in these activities if they are outside of current duties or organizational structure.

Some examples from past student activities within generalist service settings have included:

- Review protocol for how client tribal affiliation may be identified during intake processes and as necessary update program policies for referral and communication with relevant tribal entities and service providers
- Participate in community resource collaboratives to improve outreach and service delivery to rural and tribal communities
- Identify any disproportionate representation of tribal youth within service region and review best practices for engaging youth and families

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REQUIRED SIGNATURES:

Student

Community Practicum Supervisor

Supervisor of Employment

Employment Organizational Leadership

Employment-Based Practicum Release of Information

I, *(student name)* being currently considered for an employment-based placement by Cal Poly Humboldt Social Work with: *(Employer Agency Name)*

I understand that by signing this waiver I am authorizing my employer/placement agency to release to Cal Poly Humboldt Social Work information regarding my performance, if said performance results in termination from my Practicum placement. Cal Poly Humboldt Social Work may consider this information in rendering a decision about my continued participation in the Practicum course. I do hereby agree to hold such employers/agencies, references, persons, etc., harmless from liability for releasing said information.

Student Signature

Date

Community Practicum Supervisor Signature

Date

Agency Director/Program Manager Signature

Date

REVIEWED AND APPROVED BY:

Director of Community Placement
and Practicum Education

Date

Initials Denote Additional Review by:
Faculty Liaison: Off-site Supervisor:

IV-E/Pathway Program Coordinator:

ADDENDUM A

Please complete this Addendum if you are requesting to use the SAME employment site for a second year of Practicum.

Why do you want to complete a second year of Practicum at the same agency?

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List the ways that the second year will provide new and/or added activities from the first year. This could include new/different activities/focus, client population(s), location, supervisors, and any other factors that will deepen learning and expand knowledge.

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Cal Poly Humboldt Department of Social Work
ADVANCED YEAR STUDENT LEARNING AGREEMENT
Academic Year:

STUDENT:

FACULTY LIAISON:

FIELD INSTRUCTOR/SUPERVISOR:

OFF-SITE/CO-SUPERVISOR: (if applicable)

AGENCY/TRIBE INTERNSHIP PLACEMENT:

AGENCY/TRIBAL CONTEXT: (Describe in general the function of the agency/tribal setting).

PRIMARY INTERNSHIP ROLE: (Describe the likely roles and responsibilities of the student while interning in the particular setting).

FIELD PLACEMENT DAYS AND HOURS:

SUPERVISION SCHEDULE:

Competency 1: Demonstrate Ethical and Professional Behavior, particularly with respect to work with Indigenous and rural Communities.

Behaviors:

- 1.1.** Make ethical decisions by applying the standards of the NASW Code of Ethics, IFSW/IASSW ethical principles, and/or other social work ethical codes, relevant laws and regulations, models for ethical decision-making, and ethical conduct of research consistent with advanced generalist practice
- 1.2.** Use critical reflection and mindfulness to manage personal values and maintain professionalism in practice situations consistent with advanced generalist practice
- 1.3.** Demonstrate professional roles, relationships, responsibilities, and boundaries in behavior and appearance, including oral, written, and electronic communication consistent with advanced generalist practice
- 1.4.** Use technology ethically and appropriately to facilitate practice outcomes consistent with advanced generalist practice
- 1.5.** Use supervision and consultation to guide professional judgment and behavior consistent with advanced generalist practice

Learning Activities

Learning Objectives	Field Tasks	Method of Evaluation

Competency 2: Engage Diversity and Difference in Practice, particularly with respect to work with Indigenous and rural Communities

Behaviors:

- 2.1.** Apply and communicate understanding of the importance of diversity, intersectionality, and difference in shaping life experiences in practice across ecosystemic contexts consistent with advanced generalist practice
- 2.2.** Present as learners who engage people as experts of their own experiences and practice cultural humility consistent with advanced generalist practice
- 2.3.** Apply awareness of power, privilege, and marginalization to reduce the influence of personal biases and values in working with people consistent with advanced generalist practice

Learning Activities		
Learning Objectives	Field Tasks	Method of Evaluation

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice, particularly with respect to work with Indigenous and rural Communities.

Behaviors:

3.1. Apply understanding of social, economic, and environmental justice to advocate for human rights, including Indigenous Peoples Rights, at individual and system levels consistent with advanced generalist practice

3.2. Engage in practices that advance Indigenous sovereignty; social, economic, and environmental justice consistent with advanced generalist practice

Learning Activities		
Learning Objectives	Field Tasks	Method of Evaluation

Competency 4: Engage In Practice-informed Research and Research-informed Practice, particularly with respect to work with Indigenous and rural Communities.

Behaviors:

4.1. Use practice experience and theory to inform scientific inquiry and research including Indigenous research methods consistent with advanced generalist practice

4.2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings consistent with advanced generalist practice

4.3. Use and translate research evidence to inform and improve practice, policy, programs, and services consistent with advanced generalist practice

Learning Activities		
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Learning Objectives	Field Tasks	Method of Evaluation

Competency 5: Engage in Policy Practice, particularly with respect to work with Indigenous and rural Communities.

Behaviors:

- 5.1.** Identify social policy at the local, state, Tribal, and federal level that impacts well-being, service delivery, and access to social services consistent with advanced generalist practice
- 5.2.** Assess how social, environmental, and economic policies affect well-being, service delivery, and access to social services consistent with advanced generalist practice
- 5.3.** Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights, Indigenous sovereignty, and social, economic, and environmental justice consistent with advanced generalist practice

Learning Activities

Learning Objectives	Field Tasks	Method of Evaluation

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities, particularly with respect to work with Indigenous and rural Communities.

Behaviors:

- 6.1.** Apply knowledge of human behavior and social environments, decolonization, relational worldviews, multilogical perspectives, and other relevant theoretical frameworks to engage with people and place consistent with advanced generalist practice
- 6.2.** Use empathy, critical reflection, and interpersonal skills to engage with people and place consistent with advanced generalist practice

Learning Activities

Learning Objectives	Field Tasks	Method of Evaluation

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Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities, particularly with respect to work with Indigenous and rural Communities.

Behaviors: 7.1. Collaborate with constituencies to collect, organize, interpret, and critically reflect on information consistent with advanced generalist practice 7.2. Apply knowledge of human behavior and social environments, decolonization, relational worldviews, multilogical perspectives, and other relevant theoretical frameworks in the analysis of assessment data consistent with advanced generalist practice 7.3. Develop mutually agreed upon intervention goals and objectives based on the assessment of strengths, needs, challenges, and barriers consistent with advanced generalist practice 7.4. Select intervention strategies based on the assessment, research knowledge, and values and preferences of people and communities consistent with advanced generalist practice		
Learning Activities		
Learning Objectives	Field Tasks	Method of Evaluation

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities, particularly with respect to work with Indigenous Communities.

Behaviors: 8.1. Implement interventions to achieve practice goals and enhance capacities of people and communities consistent with advanced generalist practice 8.2. Apply knowledge of human behavior and social environments, decolonization, relational worldviews, multilogical perspectives, and other relevant theoretical frameworks in interventions consistent with advanced generalist practice 8.3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes consistent with advanced generalist practice 8.4. Support people and communities to negotiate, mediate, and advocate with institutions		
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consistent with advanced generalist practice		
8.5. Facilitate effective transitions and endings that advance mutually agreed upon goals consistent with advanced generalist practice		
Learning Activities		
Learning Objectives	Field Tasks	Method of Evaluation

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities, particularly with respect to work with Indigenous and rural Communities.

Behaviors:		
9.1. Select and use methods for evaluation of outcomes in collaboration with people and communities consistent with advanced generalist practice		
9.2. Apply knowledge of human behavior and social environments, decolonization, relational worldviews, multilogical perspectives, and other relevant theoretical frameworks in the evaluation of outcomes consistent with advanced generalist practice		
9.3. Collaboratively analyze, monitor, and evaluate intervention and program processes and outcomes consistent with advanced generalist practice		
9.4. Apply evaluation findings to improve practice effectiveness across ecosystemic contexts consistent with advanced generalist practice		
Learning Activities		
Learning Objectives	Field Tasks	Method of Evaluation

Signatures

Student	Date
Field Instructor/Supervisor	Date
Faculty Liaison	Date
Off-Site Supervisor (if applicable)	Date

Cal Poly Humboldt Department of Social Work
FOUNDATION YEAR STUDENT LEARNING AGREEMENT
Academic Year:

STUDENT:

FACULTY LIAISON:

FIELD INSTRUCTOR/SUPERVISOR:

OFF-SITE/CO-SUPERVISOR: (if applicable)

AGENCY/TRIBE INTERNSHIP PLACEMENT:

AGENCY/TRIBAL CONTEXT: (Describe in general the function of the agency/tribal setting).

PRIMARY INTERNSHIP ROLE: (Describe the likely roles and responsibilities of the student while interning in the particular setting).

FIELD PLACEMENT DAYS AND HOURS:

SUPERVISION SCHEDULE:

Competency 1: Demonstrate Ethical and Professional Behavior, particularly with respect to work with Indigenous and rural Communities.

Behaviors:

- 1.1. Make ethical decisions by applying the standards of the NASW Code of Ethics, IFSW/IASSW ethical principles, and/or other social work ethical codes, relevant laws and regulations, models for ethical decision-making, and ethical conduct of research
- 1.2. Use critical reflection and mindfulness to manage personal values and maintain professionalism in practice situations
- 1.3. Demonstrate professional roles, relationships, responsibilities, and boundaries in behavior and appearance, including oral, written, and electronic communication
- 1.4. Use technology ethically and appropriately to facilitate practice outcomes
- 1.5. Use supervision and consultation to guide professional judgment and behavior

Learning Activities

Learning Objectives	Field Tasks	Method of Evaluation

Competency 2: Engage Diversity and Difference in Practice, particularly with respect to work with Indigenous and rural Communities

Behaviors:

- 2.1. Apply and communicate understanding of the importance of diversity, intersectionality, and difference in shaping life experiences in practice across ecosystemic contexts
- 2.2. Present as learners who engage people as experts of their own experiences and practice cultural humility
- 2.3. Apply awareness of power, privilege, and marginalization to reduce the influence of personal biases and values in working with people

Learning Activities

Learning Objectives	Field Tasks	Method of Evaluation

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice, particularly with respect to work with Indigenous and rural Communities.

Behaviors:

- 3.1. Apply understanding of social, economic, and environmental justice to advocate for human rights, including Indigenous Peoples Rights, at individual and system levels
- 3.2. Engage in practices that advance Indigenous sovereignty; social, economic, and environmental justice

Learning Activities		
Learning Objectives	Field Tasks	Method of Evaluation

Competency 4: Engage In Practice-informed Research and Research-informed Practice, particularly with respect to work with Indigenous and rural Communities.

Behaviors:

- 4.1. Use practice experience and theory to inform scientific inquiry and research including Indigenous research methods
- 4.2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
- 4.3. Use and translate research evidence to inform and improve practice, policy, programs, and services

Learning Activities		
Learning Objectives	Field Tasks	Method of Evaluation

Competency 5: Engage in Policy Practice, particularly with respect to work with Indigenous and rural Communities.

Behaviors:

- 5.1. Identify social policy at the local, state, Tribal, and federal level that impacts well-being, service delivery, and access to social services
- 5.2. Assess how social, environmental, and economic policies affect well-being, service delivery, and access to social services
- 5.3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights, Indigenous sovereignty, and social, economic, and environmental justice

Learning Activities		
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Learning Objectives	Field Tasks	Method of Evaluation

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities, particularly with respect to work with Indigenous and rural Communities.

Behaviors:

6.1. Apply knowledge of human behavior and social environments, decolonization, relational worldviews, multilogical perspectives, and other relevant theoretical frameworks to engage with people and place

6.2. Use empathy, critical reflection, and interpersonal skills to engage with people and place

Learning Activities

Learning Objectives	Field Tasks	Method of Evaluation

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities, particularly with respect to work with Indigenous and rural Communities.

Behaviors:

7.1. Collaborate with constituencies to collect, organize, interpret, and critically reflect on information

7.2. Apply knowledge of human behavior and social environments, decolonization, relational worldviews, multilogical perspectives, and other relevant theoretical frameworks in the analysis of assessment data

7.3. Develop mutually agreed upon intervention goals and objectives based on the assessment of strengths, needs, challenges, and barriers

7.4. Select intervention strategies based on the assessment, research knowledge, and values and preferences of people and communities

Learning Activities

Learning Objectives	Field Tasks	Method of Evaluation

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities, particularly with respect to work with Indigenous Communities.

Behaviors:

- 8.1. Implement interventions to achieve practice goals and enhance capacities of people and communities
- 8.2. Apply knowledge of human behavior and social environments, decolonization, relational worldviews, multilogical perspectives, and other relevant theoretical frameworks in interventions
- 8.3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
- 8.4. Support people and communities to negotiate, mediate, and advocate with institutions
- 8.5. Facilitate effective transitions and endings that advance mutually agreed upon goals

Learning Activities

Learning Objectives	Field Tasks	Method of Evaluation

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities, particularly with respect to work with Indigenous and rural Communities.

Behaviors:

- 9.1. Select and use methods for evaluation of outcomes in collaboration with people and communities
- 9.2. Apply knowledge of human behavior and social environments, decolonization, relational worldviews, multilogical perspectives, and other relevant theoretical frameworks in the evaluation of outcomes
- 9.3. Collaboratively analyze, monitor, and evaluate intervention and program processes and outcomes
- 9.4. Apply evaluation findings to improve practice effectiveness across ecosystemic contexts

Learning Activities

Learning Objectives	Field Tasks	Method of Evaluation

Signatures

Student	Date
Field Instructor/Supervisor	Date
Faculty Liaison	Date
Off-Site Supervisor (if applicable)	Date

Cal Poly Humboldt Department of Social Work
BASW SENIOR YEAR STUDENT LEARNING AGREEMENT
Academic Year:

STUDENT:

FACULTY LIAISON:

FIELD INSTRUCTOR/SUPERVISOR:

OFF-SITE/CO-SUPERVISOR: (if applicable)

AGENCY/TRIBE INTERNSHIP PLACEMENT:

AGENCY/TRIBAL CONTEXT: (Describe in general the function of the agency/tribal setting).

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Behaviors:

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- 1.2. Use critical reflection and mindfulness to manage personal values and maintain professionalism in practice situations
- 1.3. Demonstrate professional roles, relationships, responsibilities, and boundaries in behavior and appearance, including oral, written, and electronic communication
- 1.4. Use technology ethically and appropriately to facilitate practice outcomes
- 1.5. Use supervision and consultation to guide professional judgment and behavior

Learning Activities

Learning Objectives	Field Tasks	Method of Evaluation

Competency 2: Engage Diversity and Difference in Practice, particularly with respect to work with Indigenous and rural Communities

Behaviors:

- 2.1. Apply and communicate understanding of the importance of diversity, intersectionality, and difference in shaping life experiences in practice across ecosystemic contexts
- 2.2. Present as learners who engage people as experts of their own experiences and practice cultural humility
- 2.3. Apply awareness of power, privilege, and marginalization to reduce the influence of personal biases and values in working with people

Learning Activities

Learning Objectives	Field Tasks	Method of Evaluation

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice, particularly with respect to work with Indigenous and rural Communities.

Behaviors:

- 3.1. Apply understanding of social, economic, and environmental justice to advocate for human rights, including Indigenous Peoples Rights, at individual and system levels
- 3.2. Engage in practices that advance Indigenous sovereignty; social, economic, and environmental justice

Learning Activities		
Learning Objectives	Field Tasks	Method of Evaluation

Competency 4: Engage In Practice-informed Research and Research-informed Practice, particularly with respect to work with Indigenous and rural Communities.

Behaviors:

- 4.1. Use practice experience and theory to inform scientific inquiry and research including Indigenous research methods
- 4.2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
- 4.3. Use and translate research evidence to inform and improve practice, policy, programs, and services

Learning Activities		
Learning Objectives	Field Tasks	Method of Evaluation

Competency 5: Engage in Policy Practice, particularly with respect to work with Indigenous and rural Communities.

Behaviors:

- 5.1. Identify social policy at the local, state, Tribal, and federal level that impacts well-being, service delivery, and access to social services
- 5.2. Assess how social, environmental, and economic policies affect well-being, service delivery, and access to social services
- 5.3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights, Indigenous sovereignty, and social, economic, and environmental justice

Learning Activities		
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Learning Objectives	Field Tasks	Method of Evaluation

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities, particularly with respect to work with Indigenous and rural Communities.

Behaviors:

- 6.1. Apply knowledge of human behavior and social environments, decolonization, relational worldviews, multilogical perspectives, and other relevant theoretical frameworks to engage with people and place
- 6.2. Use empathy, critical reflection, and interpersonal skills to engage with people and place

Learning Activities

Learning Objectives	Field Tasks	Method of Evaluation

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities, particularly with respect to work with Indigenous and rural Communities.

Behaviors:

- 7.1. Collaborate with constituencies to collect, organize, interpret, and critically reflect on information
- 7.2. Apply knowledge of human behavior and social environments, decolonization, relational worldviews, multilogical perspectives, and other relevant theoretical frameworks in the analysis of assessment data
- 7.3. Develop mutually agreed upon intervention goals and objectives based on the assessment of strengths, needs, challenges, and barriers
- 7.4. Select intervention strategies based on the assessment, research knowledge, and values and preferences of people and communities

Learning Activities

Learning Objectives	Field Tasks	Method of Evaluation

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities, particularly with respect to work with Indigenous Communities.

Behaviors:

- 8.1. Implement interventions to achieve practice goals and enhance capacities of people and communities
- 8.2. Apply knowledge of human behavior and social environments, decolonization, relational worldviews, multilogical perspectives, and other relevant theoretical frameworks in interventions
- 8.3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
- 8.4. Support people and communities to negotiate, mediate, and advocate with institutions
- 8.5. Facilitate effective transitions and endings that advance mutually agreed upon goals

Learning Activities

Learning Objectives	Field Tasks	Method of Evaluation

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities, particularly with respect to work with Indigenous and rural Communities.

Behaviors:

- 9.1. Select and use methods for evaluation of outcomes in collaboration with people and communities
- 9.2. Apply knowledge of human behavior and social environments, decolonization, relational worldviews, multilogical perspectives, and other relevant theoretical frameworks in the evaluation of outcomes
- 9.3. Collaboratively analyze, monitor, and evaluate intervention and program processes and outcomes
- 9.4. Apply evaluation findings to improve practice effectiveness across ecosystemic contexts

Learning Activities

Learning Objectives	Field Tasks	Method of Evaluation

Signatures

Student	Date
Field Instructor/Supervisor	Date
Faculty Liaison	Date
Off-Site Supervisor (if applicable)	Date