Eastern Michigan University School of Social Work
MSW Program – Health & Aging Concentration
Field Placement Learning Contract

SWRK 695 ☐   SWRK 696 ☐

Work site placement ☐

Semester of placement: _____

Student Name: _____

Student Email: _____

Field Placement Agency: _____

Field Placement Address: _____

Field Instructor (Supervisor): _____

Field Instructor Phone: _____

Field Instructor Email: _____

Field Instructor Degree: _____ Year Degree Completed: _____

Faculty Field Liaison (Seminar Instructor): _____

Faculty Field Liaison Phone: _____

Faculty Field Liaison Email: _____

Basic Work Expectations (hours of placement, policies, dress, etc.):

Time of Supervision and Guidelines (agenda prepared in advance, etc.):

Please utilize the attached competencies and practice behaviors to complete the goal and learning assignment/activity chart below to describe the field placement learning experience. **All 9 competencies and their associated practice behaviors should be addressed in the learning contract; each goal can address more than one competency and each learning assignment/activity can address multiple practice behaviors.** The contract is to be reviewed at regular intervals and revised to reflect any changes in goals and/or assignments. It is also to be used as a tool for evaluating student performance at mid semester and at the end of each semester. At the beginning of the second semester, revisions should reflect changes in student roles and responsibilities, and should address any "No Opportunity" ratings in the first semester field evaluation.

Example Goal:	*Related Competencies*
Example Learning Assignments/Activities for Example Goal:	*Related Practice Behaviors*
1.	
2.	
3.	

Goal 1:	Related Competencies
Learning Assignments/Activities for Goal 1:	Related Practice Behaviors
1.	
2.	
3.	

Goal 2:	Related Competencies
Learning Assignments/Activities for Goal 2:	**Related Practice Behaviors**
1.	
2.	
3.	

Goal 3:	Related Competencies
Learning Assignments/Activities for Goal 3:	**Related Practice Behaviors**
1.	
2.	
3.	

Goal 4:	Related Competencies
Learning Assignments/Activities for Goal 4:	**Related Practice Behaviors**
1.	
2.	
3.	

Student Signature: _____ Date: _____

Field Supervisor Signature: _____ Date: _____

Faculty Liaison Signature: _____ Date: _____

I agree that the electronic signatures appearing on this agreement are the same as handwritten
signatures for the purposes of validity, enforceability, and admissibility

Health & Aging Specialization Competencies & Practice Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior in Health & Aging Practice

1.1 Students demonstrate the ability to identify and articulate, and when applicable, resolve interpersonal, interprofessional, structural, and technology-focused ethical challenges that emerge in health & aging practice.

1.2 Students demonstrate the ability to solicit, accept and integrate feedback from clients, instructors/supervisors, and consultants into skill, intervention, and competence improvements.

1.3 Students demonstrate the capacity to maintain professionalism and self-awareness when working with older adults and in health care delivery systems, and when working interprofessionally, or in host-setting.

Competency 2: Engage Diversity and Difference in Practice in Health & Aging Services

1.4 Students demonstrate the ability to select appropriate intervention strategies based on current evidence-supported practices that are responsive to the needs of diverse clients and constituencies.

1.5 Students demonstrate the capacity to tailor intervention strategies to meet needs of diverse older adults and health care delivery systems.

1.6 Students demonstrate self-awareness, curiosity, and humility in their interpersonal exchanges with diverse older adults and health care delivery systems.

1.7 Students demonstrate the ability to identify and manage biases that emerge in their interactions with older adults, health care delivery systems, other professionals, organizations, and communities.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice in Health & Aging Services

3.1 Students demonstrate the capacity to identify and analyze organizational, systemic, and procedural structures, policies, and actions that infringe on older adults' rights and in health care delivery systems.

3.2 Students demonstrate that ability to identify and engage constituency groups and representatives within the community and/or service system who are willing, able, and/or mandated to take actions to protect the human rights of older adults in health care delivery systems.

3.3 Students demonstrate the ability to develop and implement an advocacy plan in response to human rights violations/infringements that compromise the wellbeing of older adults and in health care delivery systems.

Competency 4: Engage In Practice-informed Research and Research-informed Practice in Health & Aging Services

4.1 Students demonstrate the ability to critically think and apply evidence-supported health and aging practices to ensure that practice is appropriate given the life stage specific needs and the family background, diversity, and needs.

4.2 Students demonstrate the capacity to use practice experience with diverse health and aging systems to conceptualize, develop, and implement research and/or evaluation practices that can improve services for people across the lifespan.

4.3 Students demonstrate the ability to implement research, practice, and/or evaluation protocols that are appropriate for any given life stage.

4.4 Students demonstrate the ability to identify ethical problems and resolutions in research questions, protocols, and reporting in health and aging research.

Competency 5: Engage in Policy Practice in Health & Aging Services

5.1 Students demonstrate the ability to use critical thinking skills to analyze and understand the impact of health and aging policy on child/family wellbeing.

5.2 Students identify how procedures within service delivery systems impact policy intent and impact health and aging outcomes.

5.3 Students demonstrate the capacity to collaborate with community, interprofessional, and/or organizational colleagues to formulate and propose policy changes that can improve the effectiveness of policies and systems that govern the delivery of health and aging interventions.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities in Health & Aging Services

6.1 Students demonstrate the capacity to apply evidence- informed and supported actions within the engagement process with older adults, health care delivery systems, adult children, family members, groups, organizations, and communities.

6.2 Students demonstrate the effective use of interpersonal skills to help older adults, health care delivery systems, adult children, and family members identify their assets, strengths, resilience, current needs, and challenges including organizational/systemic barriers.

6.3 Students will demonstrate the ability to identify, ethically engage, and maintain a collaborative working alliance with adult children, family, older adults, health care delivery systems, group, informal/formal community members, and interprofessional/ organizational supports as necessary to enhance the health and aging's capacity for successfully achieving their goals.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities in Health & Aging Services

7.1 Students demonstrate the ability to integrate individual and family theories, child, family, group, organizational, and/or community dynamics and needs to collaboratively work with the older adult, health care delivery systems, adult child, and family to develop a flexible, evolving, and mutually endorsed assessment.

7.2 Students demonstrate the ability to assess older adult, health care delivery systems, organizations, and communities to identify dynamics and/or structures that influence the health and aging's capacity to thrive and also identify assets and supports to enhance intervention outcomes.

7.3 Students demonstrate the ability to use a mutually developed, comprehensive understanding of the older adult, health care delivery systems, adult child, and family, group, organization and/or community situation to develop measurable and inclusive treatment/service goals with the health and aging.

Competency 8. Intervene with Individuals, Families, Groups, Organizations, and Communities in Health & Aging Services

8.1 Students demonstrate the ability to apply evidenced-supported theory and interpersonal practices to guide goal-focused older adult, health care delivery systems, adult child, and family, group, organizational, and community interventions with, and/or on behalf of older adults, health care delivery systems, adult children, and families.

8.2. Students demonstrate the ability to use evidence-supported theories and interpersonal practice skills that can influence cognitive, affective, interpersonal, relational, and behavioral health and aging dynamics.

8.3 Students demonstrate the capacity to engage in reflective practice that includes thoughtful examination of their responses to practice with older adult, health care delivery systems, adult children, and families and how such responses influence relationships and interventions with older adults and health care delivery systems.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities in Health & Aging Services

9.1 Students demonstrate the ability to use the measurable intervention goals and methods identified during assessment to monitor and evaluate intervention progress and outcomes.

9.2 Students demonstrate an understanding of how evaluation data can serve as an advocacy tool for additional services, program development, and/or funding within an organization and/or community.