

**Eastern Michigan University School of Social Work  
MSW Program – Child and Family 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.

<i>Example Goal:</i>	<i>Related Competencies</i>
<i>Example Learning Assignments/Activities for Example Goal:</i>	<i>Related Practice Behaviors</i>
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

## Child and Family Services Specialization Competencies & Practice Behaviors

### **Competency 1: Demonstrate Ethical and Professional Behavior in Child & Family 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 child & family 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 children and families, and when working interprofessionally or in host-settings.

### **Competency 2: Engage Diversity and Difference in Practice in Child & Family Services**

- 2.1 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.
- 2.2 Students demonstrate the capacity to tailor intervention strategies to meet needs of diverse children and families.
- 2.3 Students demonstrate self-awareness, curiosity, and humility in their interpersonal exchanges with diverse clients and families.
- 2.4 Students demonstrate the ability to identify and manage biases that emerge in their interactions with children and family members, other professionals, organizations, and communities

### **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice in Child & Family Services**

- 3.1 Students demonstrate the capacity to identify and analyze organizational, systemic, and procedural structures, policies, and actions that infringe on children and family members' rights.
- 3.2 Students demonstrate the 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 action to protect the human rights of children and their family members.
- 3.3 Students demonstrate the ability to develop and implement an advocacy plan in response human rights violations/infringements that compromise the wellbeing of children and other family members

### **Competency 4: Engage in Practice-informed Research and Research-informed Practice in Child & Family Services**

- 4.1 Students demonstrate the ability to critically think and apply evidence-supported child and family practices to ensure that practice is appropriate given the child's developmental needs and the family's background, diversity, and needs.
- 4.2 Students demonstrate the capacity to use practice experience with diverse child and family systems to conceptualize, develop, and implement research and/or evaluation practices that can improve services for diverse children, families, and/or constituencies.
- 4.3 Students demonstrate the ability to implement research, practice, and/or evaluation protocols that are appropriate for the developmental capacities of children.
- 4.4 Students demonstrate the ability to identify ethical problems and resolutions in research questions, protocols, and reporting in child and family research

### **Competency 5: Engage in Policy Practice in Child & Family Services**

- 5.1 Students demonstrate the ability to use critical thinking skills to analyze and understand the impact of child and family policy on child/family wellbeing.
- 5.2 Students identify how procedures within service delivery systems impact policy intent and impact child and family 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 child and family interventions.

## **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities in Child & Family Services**

- 6.1 Students demonstrate the capacity to apply evidence-informed and supported actions within the engagement process with children, families, groups, organizations, and communities.
- 6.2 Students demonstrate the effective use of interpersonal skills to help 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 child, family, group, informal/formal community members, and interprofessional/organizational supports as necessary to enhance the child and family's capacity for successfully achieving their goals

## **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities in Child & Family 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 child/family to develop a flexible, evolving, and mutually endorsed assessment.
- 7.2 Students demonstrate the ability to assess children, families, groups, organizations, and communities to identify dynamics and/or structures that influence the child and family'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 child/family, group, organization and/or community situation to develop measurable and inclusive treatment/service goals with the child and family

## **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities in Child & Family Services**

- 8.1 Students demonstrate the ability to apply evidenced-supported theory and interpersonal practices to guide goal-focused child, family, group, organizational, and community interventions with, and/or on behalf of children and/or 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 child and family dynamics.
- 8.3 Students demonstrate the capacity to engage in reflective practice that includes thoughtful examination of their responses to practice with children and/or families and how such responses influence relationships and interventions with children and/or families.

## **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities in Child & Family 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.