

**Eastern Michigan University School of Social Work  
MSW Program – Mental Health and Substance Use Recovery 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.	

<b>Goal 1:</b>	<b>Related Competencies</b>
<b>Learning Assignments/Activities for Goal 1:</b>	<b>Related Practice Behaviors</b>
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

## Mental Health & Substance Use Recovery Specialization Competencies & Practice Behaviors

### **Competency 1: Demonstrate Ethical and Professional Behavior in Mental Health and Substance Use Recovery Practice**

- 1.1 Students demonstrate the ability to apply social work values and ethical decision-making skills to the prevention, assessment and treatment of mental illness and substance use disorders.
- 1.2 Students demonstrate the ability to engage in interprofessional collaborations at all levels of practice with knowledge of multidimensional aspects of mental health and substance use recovery.
- 1.3 Students demonstrate the ability to solicit, accept and integrate feedback from clients, instructors/supervisors, and consultants into skill, intervention, and competence improvements in the area of mental health and substance use recovery.
- 1.4 Students demonstrate the capacity to maintain professional demeanor in behavior, appearance, and language when working with individuals and families identifying with mental illness and substance use disorders.

### **Competency 2: Engage Diversity and Difference in Practice in Mental Health and Substance Use Recovery Services**

- 2.1 Students demonstrate the capacity to select and tailor appropriate intervention strategies responsive to diversity and the variant needs of those with mental health and substance use disorders.
- 2.2 Students demonstrate the ability in mental health and substance use recovery practice to interact, engage and communicate effectively with diverse and marginalized individuals and their families.
- 2.3 Students demonstrate the ability to recognize, identify and manage biases that may emerge in mental health and substance abuse recovery interactions with individuals, communities, professionals, and organizations.

### **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice in Mental Health and Substance Use Recovery Services**

- 3.1 Students demonstrate the capacity to recognize and acknowledge the effects of oppression, discrimination, and trauma on the development and persistence of mental health and substance use disorders.
- 3.2 Students demonstrate the ability to assess when cultural structures, values and actions enhance privilege and power and infringe on the rights of those with mental health and substance use disorders.
- 3.3 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 rights of those with mental health and substance use disorders.
- 3.4 Students demonstrate the ability to advocate at multiple levels for mental health and substance use recovery promotion and the reduction of mental health disparities and stigma for diverse populations affected by mental health and substance use disorders.

### **Competency 4: Engage In Practice-informed Research and Research-informed Practice in Mental Health and Substance Use Recovery Services**

- 4.1 Students demonstrate the ability to critically think and apply evidence-supported mental health and substance use recovery practices that acknowledge the biological, developmental and social conditions associated with specific mental health and substance use disorders.
- 4.2 Students demonstrate the capacity to use practice experience to conceptualize, develop, and implement research and/or evaluation practices that can improve services for those with mental health and substance use disorders.
- 4.3 Students demonstrate the ability to identify ethical problems and resolutions in research questions, protocols, and diagnostic measures indicated in mental health and substance use recovery research.
- 4.4 Students demonstrate the ability to implement research, practice, and/or evaluation protocols that are appropriate for assessing the varying diagnostic categories of mental health and substance use disorders.

### **Competency 5: Engage in Policy Practice in Mental Health and Substance Use Recovery Services**

- 5.1 Students demonstrate the ability to articulate and critically analyze the history and service delivery systems related to mental health and substance use problems and interventions.
- 5.2 Students demonstrate the ability to articulate and explicate how procedures within mental health and substance use recovery service delivery systems impact policies addressing those with mental health and substance use disorders.

5.3 Students demonstrate the capacity and ability to engage in policy advocacy with community, interprofessional, and/or organizational colleagues to formulate and propose policy changes that can improve the effectiveness of policies and systems geared towards those with mental health and substance use disorders.

**Competency 6. Engage with Individuals, Families, Groups, Organizations, and Communities in Mental Health and Substance Use Recovery Services**

6.1 Students demonstrate the capacity to select and implement effective evidence-based strategies of engagement supportive of mental health and substance use recovery.

6.2 Students demonstrate the effective use of interpersonal skills to help those with mental health and substance use disorders identify their assets, strengths, resilience, current needs, and challenges including organizational/systemic barriers.

6.3 Students will demonstrate the ability to effectively establish and maintain an engaged and collaborative working alliance with persons with mental health and substance use disorders, their families, community members, and interprofessional/organizational supports needed to maximize the potential of successful treatment goal attainment

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities in Mental Health and Substance Use Recovery Services**

7.1 Students demonstrate the ability to synthesize and integrate biological, developmental, social and other theories of etiology associated with specific mental health and substance use recovery.

7.2 Students demonstrate the ability to select and use appropriate diagnostic tools, assessment instruments and measures to develop measurable and inclusive treatment/service goals for those with mental health and substance use disorders.

7.3 Students demonstrate the ability to assess practice settings, service providers, and community resources in order to consider predictive and multidisciplinary treatment strategies that support intervention outcomes.

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities in Mental Health and Substance Use Recovery Services**

8.1 Students demonstrate the ability to differentially implement, based on previously assessed signs and symptoms, evidence based, goal-oriented intervention practice models with, and/or on behalf of individuals and families with mental health and substance use disorders.

8.2. Students demonstrate the ability to apply interventions, through the utilization and organization of community and organizational resources to meet the needs of those with mental health and substance use disorders.

8.3 Students demonstrate the capacity to engage in reflective practice that includes thoughtful examination of their responses to practice with individuals with mental health and substance use disorders and/or their families and how such responses influence relationships and interventions with individuals and/or families with mental health and substance use disorders.

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities in Mental Health and Substance Use Recovery 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 towards mental health and substance use recovery.

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