

**Eastern Michigan University School of Social Work  
BSW and Foundation MSW  
Field Placement Learning Contract**

SWRK 488 ☐ SWRK 489 ☐ SWRK 595 ☐ SWRK 596 ☐

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

## CSWE Competencies & Practice Behaviors

### **Competency 1: Demonstrate Ethical and Professional Behavior**

- 1.1 Student intern makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
- 1.2 Student intern uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
- 1.3 Student demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication.
- 1.4 Student uses technology ethically and appropriately to facilitate practice outcomes.
- 1.5 Student uses supervision and consultation to guide professional judgment and behavior.

### **Competency 2: Engage Diversity and Difference in Practice**

- 2.1 Student applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
- 2.2 Student presents themselves as learners and engage clients and constituencies as experts of their own experiences.
- 2.3 Student applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

### **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

- 3.1 Student applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
- 3.2 Student engages in practices that advance social, economic, and environmental justice.

### **Competency 4: Engage In Practice-informed Research and Research-informed Practice**

- 4.1 Student uses practice experience and theory to inform scientific inquiry and research.
- 4.2 Student applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
- 4.3 Student use and translate research evidence to inform and improve practice, policy, and service delivery.

### **Competency 5: Engage in Policy Practice**

- 5.1 Student identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
- 5.2 Student assesses how social welfare and economic policies impact the delivery of and access to social services.
- 5.3 Student applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

### **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

- 6.1 Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
- 6.2 Student uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

### **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

- 7.1 Student collects and organizes data, and applies critical thinking to interpret information from clients and constituencies.
- 7.2 Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
- 7.3 Student develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

7.4 Student selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

8.1 Student critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies.

8.2 Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

8.3 Student uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

8.4 Student negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies.

8.5 Student facilitates effective transitions and endings that advance mutually agreed-on goals.

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

9.1 Student selects and uses appropriate methods for evaluation of outcomes.

9.2 Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

9.3 Student critically analyzes, monitors, and evaluates intervention and program processes and Outcomes.

9.4 Student applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.