Learning Contract Template

School of Social Work, Carleton University

**Developing a learning contract:**

The primary task of formulating the learning contract rests with the student; however, the student, Field Supervisor and Faculty Liaison collaborate in defining and endorsing the learning opportunities reflected in the document. The student is responsible for ensuring the learning contract is completed, negotiated, documented and signed by all parties within the first 30 days of placement. The student must provide copies of the learning contract and any revisions to the Field Supervisor and Faculty Liaison, and retain copies for themselves.

**Deadlines:**

**Within the first two weeks** (14 days from start of placement), each student is responsible for constructing a learning contract for their field placement and having it reviewed by the Field Supervisor and Faculty Liaison for constructive feedback and suggestions for modification.

**Within the first month** (30 days from start of placement), the student must complete and submit their final version of the learning contact, which has been agreed upon and signed by all parties, to the Faculty Liaison. A copy of the final learning contract should also be retained by the student and provided by the student to the Field Supervisor.

***MSW ONLY* - Use of qualitative feedback from SOWK 5001:**

All students will receive individualized qualitative feedback on interpersonal practice skills from their instructor in SOWK 5001. Students are strongly encouraged to integrate this feedback and the learning goals it suggests into the learning contract for MSW Practicum I.

**Student responsibilities:**

* Review the course objectives for the Practicum course in which they are registered.
* Review the Mid-Point and End-Point Evaluation Forms (student’s and Field Supervisor’s) for the field placement to determine what criteria will be used to evaluate student performance (all forms are available on the Practicum Hub).
* Reflect on present level of knowledge and skills and learning style.
* Review qualitative feedback on interpersonal practicum from SOWK 5001 (MSW only)
* Consider the field placement setting and the available learning opportunities.
* After considering all of the above, construct specific learning objectives for the field placement, which are related to the learning objectives for the Practicum course and the nature of the field placement setting.
* Identify the learning activities, tasks, materials, and resources that will be utilized to achieve the learning objectives (e.g., placement activities, books and literature, videos, workshops, training, meetings, interviews, agency tours, supervision, etc.).
* Identify measurable evaluation methods.
* Within the first two weeks (14 days from start of placement), write an initial learning contract and share and review it with their Field Supervisor and Faculty Liaison for feedback and suggestions for modification.
* Within the first month (30 days from start of placement), prepare and submit the final learning contract, signed by all parties, to the Faculty Liaison and Field Supervisor.
* Use the learning contract to guide placement activities or focus so that time spent in the field is most productive.
* Meet with their Field Supervisor regularly to review progress, discuss material learned, and to modify the learning contact as necessary.
* Provide copies of any revisions of the learning contact to all parties.

**Field Supervisor responsibilities:**

* Meet with the student once they have prepared their initial learning contract.
* Offer suggestions regarding how the learning objectives might be met in the setting, the tasks and activities available, and the possible limitations.
* Attempt to work out a mutually agreed upon learning contract with the student.
* Use the learning contract in the following ways: to guide the work of the student, to review the student’s progress in supervision sessions, and to evaluate the student’s achievement of learning outcomes at the mid-point and end-point of the placement.
* Attune to power differences between the student and Field Supervisor.

**Faculty Liaison responsibilities:**

* Review the student’s proposed learning contract to ensure the following: the objectives are related to the learning objectives for the Practicum course in which the student is registered; the learning activities are clearly identified and are approved by the field setting; measurable outcomes are identified.
* Make suggestions for contract refinement and revision as necessary.
* Regularly review the learning contract during on-site and telephone consultations with the Field Supervisor and student, and oversee adjustments.
* Utilize the learning contract in the final evaluation of the Practicum.

Student Name: Faculty Liaison:

Field Placement Setting: Field Supervisor(s):

**Signatures of Student, Field Supervisor and Liaison (once finalized):**

**Field Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Faculty Liaison: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Learning Objectives/Goals** | **Tasks and Activities** | **Evaluation Measures** |
| **Ethical Awareness and Professional Values** |
| 1.  |  |  |
| 2.  |  |  |
| Organizational Context |
| 3.  |  |  |
| 4.  |  |  |
| Community Context of Practice |
| 5.  |  |  |
| 6.  |  |  |
| Social Work Knowledge and Skills |
| 7. |  |  |
| 8.  |  |  |
| Professional Identity and Development |
| 9.  |  |  |
| 10. |  |  |
| Other |
| 11. |  |  |