

ITR Learning Contract

For year 1 students or students with a BSW

Did you provide your field instructor and faculty-field liaison (FFL) with a copy of your most recent evaluation? Yes No

In your learning contract, did you address areas for development identified in your most recent evaluation?
Yes No

For year 2 students

Did you provide your field instructor and FFL with a copy of the “comments” from your year 1 final evaluation? Yes No

In your learning contract, did you address areas for development identified in by your year 1 field instructor in the “comments” from your year 1 final evaluation?
Yes No

Student name (print): _____ **Date:** _____

Field Instructor: _____ **Faculty-Field Liaison** _____

Agency: _____

Department(s),unit(s): _____

Days/times of attendance: _____

Weekly field instructor/student meeting: day _____ **time** _____

In describing activities field instructors are asked to review the evaluation competencies to ensure the activities will provide their student the opportunities to develop competencies. A PDF version of the evaluation tool is in the Practicum Manual on the website.

The competency domains for **direct & mixed practice** are:

- learning and growth
- behaviour in the organization
- conceptualizing practice
- clinical relationships
- assessment and Intervention
- professional communication

For clarification regarding the compatibility of learning activities and evaluation competencies call your FFL.

Learning assignments (see *Practicum Manual* on website re: requirements for two levels of intervention)..

Direct practice with client systems:

Describe (briefly) types of client presenting issues; client demographics, approaches used, etc.

Indirect practice on behalf of clients (community/organizational/policy/research):

Describe (briefly) tasks or projects.

Specific learning objectives:

These objectives (as above) must be:

1. written to reflect the competency domains/learning areas (refer to the following link for information on competencies: <http://socialwork.utoronto.ca/practicum/practicum-manual-2/overview-of-the-msw-program-and-practicum/#yr2practicum>);
2. developed to address the specific areas for growth identified in the student's previous Yr. 1 MSW, or BSW, or employment evaluation;
3. and reflective of the nature/scope of the practicum
4. realistic, concrete, able to be observed and/or measured, and fit within FIFSW competency- based model for evaluation. Add additional pages if necessary.

Please develop at least one learning goal for each of the six domains listed.

Domain	Learning goal	Activities to achieve goal	Methods for evaluation*	Criteria for evaluation	Estimated completion date
1. learning, growth and self-care					
2. behaviour in the organization					
3. conceptualizing practice					
4. clinical relationships					
5. assessment and Intervention					
6. professional communication					

Note: add rows as needed

***Evaluation methods**

Select relevant methods which student prepares *on practicum time* for field instruction and by which they will be evaluated.

Evaluation Method	Details	How often?	Due date
A/V tape and written analysis			
Process recordings			
Agency/hospital records			
Reflection logs/journals			
Notes, memos, letters			
Minutes of meetings			
Drafts of reports			
Other (specify)			

In direct practice settings students must tape and do a written analysis on a segment weekly. It is the mutual responsibility of both the student and field instructor to ensure these procedures are followed. Where necessary either party should consult the FFL to seek assistance in completion of this requirement. The student and field instructor must ensure that representative samples of the above will be kept for review and final evaluation. They will be reviewed by the FFL if a student is not meeting the competency standard

In indirect practice settings, students must be regularly observed in professional interactions and process recordings and/or reflection logs/journals must be submitted weekly to the field instructor. Example documentations should be retained. These documentations are critical pieces for review by the instructor in the mid-term and final evaluation. They will be also be reviewed by the FFL if a student is not meeting the competency standards.

Observations of client interviews, formal presentations, group facilitation, team/staff meetings, chairing committees, etc.:

	<i>Details? How often? When?</i>
- of student by field instructor	
- of field Instructor by student	
- of student by other staff	
- of other staff by student	
required staff/team meetings:	
educational seminars	
Other: (conferences, workshops, clinical days, visits to other agencies etc.)	

I have completed the FIFSW's *Checklist 1: Practicum Safety & Learning Checklist* with my field instructor and sent a copy to my FFL and Education Coordinator, if applicable. [Student initials] _____

Practicum-related readings:

Field instructor contributes practicum-specific resource material/readings to this list of Agency manuals, reports, books, articles, etc. (*attach a sheet if required*)

Academic bibliography (*attach a sheet if required*):

This short list must include a selection of relevant academic course reading material which will be discussed, applied, and informally critiqued with the field instructor in this practicum. This literature helps students to link theory to practice. The ITP Loop, developed by Professor Marion Bogo at FIFSW is suggested as a teaching/learning format (Bogo, M & Vayda, E., (1998). *The practice of field instruction in Social Work: Theory and Process 2nd ed.* Toronto: University of Toronto). Selected pages are available with the author's permission in the "Learning Contract" section of the *Practicum Manual* on the website.

- **Ensure that your learning contract has been *approved by your field instructor AND education coordinator* (if applicable).**
- **Submit your learning contract *by email to your FFL for final approval, copying your field instructor and education coordinator* (if applicable).**