



Learning Contract (Direct & Mixed Practice)

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 _____

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

I provided my field instructor & FFL with my lab summary from first semester (Year 1 student) or "comments" from my most recent practicum or employment evaluation. [Student initials] _____

In describing activities, field instructors are to review the evaluation competencies to ensure the activities will provide their student the opportunities to develop competencies. Please reference the PDF version of the Evaluation in the Practicum Manual on the FIFSW website to complete of the Learning Contract.

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

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

Learning assignments

(Year 1 students--see *Practicum Manual* on website re: requirements for two levels of intervention. Year 2/Advanced Standing students can focus on one intervention level if desired).

Direct practice with client systems:

Describe (briefly) the ways in which you will work directly with clients.

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.

Learning Objectives

These objectives (as above) must:

1. 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. address specific areas for growth identified in previous practicum or employment evaluation;
3. be compatible with the nature/scope of the practicum;
4. be realistic, concrete, observable and/or measurable, and fit within the FIFSW competency- based model for evaluation. Add additional pages if necessary.
5. Consider principles of Diversity, Equity, and Inclusion and Anti Racist frameworks.

Please develop at least one learning objective for each of the six domains listed. (add rows as needed)

Domain	Learning objective <i>Example: complete comprehensive agency records</i>	Activities to achieve objective <i>Example: prepare draft records for FI review</i>	Methods/criteria for evaluation* <i>Example: progressively decreasing edits by field instructor</i>
1. learning, growth and self-care			
2. behaviour in the organization			
3. conceptualizing practice			
4. clinical relationships			
5. assessment and Intervention			
6. professional communication			

For clarification regarding the compatibility of learning activities and evaluation competencies, please consult your FFL.

Possible Evaluation methods

Select methods to be completed **during practicum hours** and for which students will be evaluated.

Evaluation Method	<i>How often? (daily, weekly, monthly, every Thursday)</i>
A/V recording and written analysis	
Weekly process recordings	
Agency/hospital records	
Reflection logs/journals	
Notes, memos, letters	
Minutes of meetings	
Drafts of reports	
Other (specify)	

Students must be regularly observed in professional interactions. Process recordings and/or reflection logs or journals must be submitted weekly to the field instructor. Example documentation, critical for review by the instructor in the mid-term and final evaluation, and for review by the FFL if a student is not meeting the competency standards, should be retained.

In direct practice settings students must record client interactions and weekly complete a written analysis on a segment. It is the mutual responsibility of student and field instructor to ensure these procedures are followed and, if necessary, to consult the FFL to seek assistance in completion of this requirement.

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.)	

Practicum-related Readings

(attach a sheet if required)

Practicum-specific readings: Field instructor contributes practicum-specific resource material/readings to this list of Agency manuals, reports, books, articles, etc.

Academic bibliography: Include relevant academic course reading material which will be discussed, applied, and informally critiqued with the field instructor to help link theory to practice. The ITP Loop, (Professor Marion Bogo, 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.

In my Learning Contract, I addressed areas for development as identified in my lab summary or by my Year 1 field instructor in the “comments” from my Year 1 final evaluation. _____ [Student Initials]

Students: *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).*