

## Indirect practice

# Learning contract

### Practicum information

Student name \_\_\_\_\_ Date \_\_\_\_\_

Faculty-Field Liaison \_\_\_\_\_

Field Instructor(s) \_\_\_\_\_

Practicum site \_\_\_\_\_

Department(s) / unit(s) \_\_\_\_\_

Days / times of attendance \_\_\_\_\_

Weekly field instructor-student supervision meeting: day \_\_\_\_\_ time \_\_\_\_\_

### Student attestation

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

[Student initials] \_\_\_\_\_

I provided my field instructor & FFL with comments from my most recent practicum or employment evaluation.

[Student initials] \_\_\_\_\_

In my Learning Contract, I addressed areas for development identified by my field instructor(s) in the comments section of my Year 1 or BSW final evaluation.

[Student Initials] \_\_\_\_\_

I have scheduled a meeting with my FFL (and Field Instructor, optional) to receive feedback on my draft Learning Contract.

[Student Initials] \_\_\_\_\_

**Note on accommodations: Optional for students who choose to share a formal letter of accommodation for practicum from [Accessibility Services](#): the student and field instructor are encouraged to refer to the accommodations letter when developing the learning contract.**

## Learning assignments

When describing activities to achieve learning objectives, field instructors and students should review the evaluation [Practicum 2 competencies](#) to ensure the activities offer students opportunities to develop these competencies. Refer to the [Evaluation \(indirect template\)](#) in the [Practicum Manual](#) on the FIFSW website to complete the [Learning Contract](#).

### Competency domains for direct and mixed practice:

Learning, growth and self-care	Critical thinking / analysis, planning and implementation
Behaviour and relationships in the organization	Written and verbal communication
Leadership	Values and ethics

**Year 2 students may focus on one intervention level if desired.**

### Direct practice with client systems

Describe (briefly) tasks or projects.

### Indirect practice on behalf of client (community / organization / policy / research)

Describe (briefly) tasks or projects.

## Learning objectives

**Develop at least one learning objective for each of the six domains listed.**

These objectives must:

- reflect the competency domains / learning areas (refer to Practicum [2](#) competencies);
- address specific areas for growth identified in previous practicum or employment evaluation;
- be compatible with the nature and scope of the practicum;
- be realistic, concrete, observable and / or measurable, and fit within the FIFSW competency-based model for evaluation; and
- consider principles of Equity, Diversity and Inclusion and Anti Racist and / or Trauma-Informed frameworks.

**Indicate learning objectives on pages 4 – 9.**

## Domain 1: Learning and growth

Examples of methods to achieve competency in learning and growth: ask thoughtful questions and when appropriate, solutions for consideration; articulate specific learning goals and suggestions for achieving them; be self-reflective about their strengths and shortcomings; be well-prepared for supervision; and balance independent work with a keen awareness of when supervision is necessary.

### Learning objective(s)

What do you anticipate learning in this practice setting?

### Activities to achieve objective(s)

List the tasks and activities that will help you achieve your learning objective(s).

### Methods for evaluation

How will you measure your progress towards your learning objective(s)?

### Criteria for success

List success indicators that you aim to achieve for your learning objective(s).

## Domain 2: Behaviour and relationships in the organization

Examples of methods to achieve competency in behaviour and relationships in the organization: be highly engaged and work well within the organizational culture/environment by demonstrating reliability, respect, and professionalism with staff; build and maintain partnerships; adapt to changing demands; and be an asset to the team.

### Learning objective(s)

What do you anticipate learning in this practice setting?

### Activities to achieve objective(s)

List the tasks and activities that will help you achieve your learning objective(s).

### Methods for evaluation

How will you measure your progress towards your learning objective(s)?

### Criteria for success

List success indicators that you aim to achieve for your learning objective(s).

### Domain 3: Leadership

Examples of methods to achieve competency in leadership: exhibit a diverse range of leadership skills aimed at enhancing the agency's capacity, such as enthusiasm, proactivity; and the ability to take calculated risks while effectively overseeing and guiding projects.

#### Learning objective(s)

What do you anticipate learning in this practice setting?

#### Activities to achieve objective(s)

List the tasks and activities that will help you achieve your learning objective(s).

#### Methods for evaluation

How will you measure your progress towards your learning objective(s)?

#### Criteria for success

List success indicators that you aim to achieve for your learning objective(s).

#### **Domain 4: Critical thinking / analysis, planning and implementation**

Examples of methods to achieve competency in critical thinking/analysis, planning and implementation: demonstrate a strong ability to bridge the gap between theory and practical application; synthesize complex information from diverse sources; critically examine a range of social issues; adapt effectively between micro, mezzo, and macro levels of practice; and employ robust problem-solving techniques to drive meaningful change.

#### **Learning objective(s)**

What do you anticipate learning in this practice setting?

#### **Activities to achieve objective(s)**

List the tasks and activities that will help you achieve your learning objective(s).

#### **Methods for evaluation**

How will you measure your progress towards your learning objective(s)?

#### **Criteria for success**

List success indicators that you aim to achieve for your learning objective(s).

## Domain 5: Written and Verbal Communication

Examples of methods to achieve competency in written and verbal communication: demonstrate a high degree of knowledge and analysis reflected in written documents; and produce well organized, goal-directed presentations appropriate to the audience.

### Learning objective(s)

What do you anticipate learning in this practice setting?

### Activities to achieve objective(s)

List the tasks and activities that will help you achieve your learning objective(s).

### Methods for evaluation

How will you measure your progress towards your learning objective(s)?

### Criteria for success

List success indicators that you aim to achieve for your learning objective(s).



## Domain 6: Values and ethics

Examples of methods to achieve competency in values and ethics: demonstrate an ability to accept, prioritize and integrate values of equity, diversity, inclusion and ethics into daily practice.

### Learning objective(s)

What do you anticipate learning in this practice setting?

### Activities to achieve objective(s)

List the tasks and activities that will help you achieve your learning objective(s).

### Methods for evaluation

How will you measure your progress towards your learning objective(s)?

### Criteria for success

List success indicators that you aim to achieve for your learning objective(s).

## Evaluation methods

Describe at least 3 evaluation methods to be completed during practicum hours and for which students will be evaluated.

Recording and written analysis: \_\_\_\_\_

Weekly process recordings: \_\_\_\_\_

Agency / hospital records: \_\_\_\_\_

Reflection logs / journals: \_\_\_\_\_

Notes, memos, letters: \_\_\_\_\_

Minutes of meetings: \_\_\_\_\_

Drafts of reports: \_\_\_\_\_

Other (specify): \_\_\_\_\_

## Observation

**Note to field instructors:** Students and field instructors have historically reported the tremendous learning value of analyzing recorded interventions.

Students must be regularly observed in professional interactions. Process recordings and / or [reflection logs or journals](#) may be submitted weekly to the field instructor. It is the mutual responsibility of student and field instructor to ensure that documentation and other evidence of observation, critical for review by the instructor in the mid-term and final evaluation, occurs.

Students may consider recording client interactions and submitting a written analysis on a segment weekly. Observation of practice include: client interviews, formal presentations, group facilitation, team / staff meetings, chairing committees.

**Indicate details of the observation of (i.e., how often, when, other details):**

- student by field instructor: \_\_\_\_\_
- field instructor by student: \_\_\_\_\_
- student by other staff: \_\_\_\_\_
- other staff by student: \_\_\_\_\_
- Required staff / team meetings: \_\_\_\_\_
- Educational seminars: \_\_\_\_\_
- Other: (conferences, workshops, clinical days, visits to other agencies, etc.): \_\_\_\_\_

## Practicum-related readings

(attach additional pages 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

Recommended readings: 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.

Include relevant academic course reading material which will be discussed, applied, and informally critiqued with the field instructor to help link theory to practice.

**Note to students: After your Learning Contract has been approved by your field instructor(s) and education coordinator (if applicable), submit it by email to your FFL for final approval, copying your field instructor(s) and education coordinator (if applicable).**