Please download and save the document onto your computer before completing it.
Note: There is a character limit in each text box. Add additional pages if needed.

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 in the comments section of my most recent practicum or employment 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.

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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

Behaviour and relationships in the organization

Leadership

Critical thinking / analysis, planning and implementation

Written and verbal communication

Values and ethics

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

Direct practice with client systems

Describe (briefly) tasks or projects. (Character Limit 720)

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

Describe (briefly) tasks or projects. (Character Limit 720)

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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.

Note: There is a character limit in each text box. Add additional pages if needed.

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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? (Character Limit 720)

Activities to achieve objective(s)

> List the tasks and activities that will help you achieve your learning objective(s). (Character Limit 720)

Methods for evaluation

> How will you measure your progress towards your learning objective(s)? (Character Limit 400)

Criteria for success

> List success indicators that you aim to achieve for your learning objective(s). (Character Limit 400)

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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? (Character Limit 720)

Activities to achieve objective(s)

List the tasks and activities that will help you achieve your learning objective(s). (Character Limit 720)

Methods for evaluation

How will you measure your progress towards your learning objective(s)? (Character Limit 400)

Criteria for success

List success indicators that you aim to achieve for your learning objective(s). (Character Limit 400)

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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? (Character Limit 720)

Activities to achieve objective(s)

List the tasks and activities that will help you achieve your learning objective(s). (Character Limit 720)

Methods for evaluation

How will you measure your progress towards your learning objective(s)? (Character Limit 400)

Criteria for success

List success indicators that you aim to achieve for your learning objective(s). (Character Limit 400)

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? (Character Limit 720)

Activities to achieve objective(s)

List the tasks and activities that will help you achieve your learning objective(s). (Character Limit 720)

Methods for evaluation

How will you measure your progress towards your learning objective(s)? (Character Limit 400)

Criteria for success

List success indicators that you aim to achieve for your learning objective(s). (Character Limit 400)

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? (Character Limit 720)

Activities to achieve objective(s)

List the tasks and activities that will help you achieve your learning objective(s). (Character Limit 720)

Methods for evaluation

How will you measure your progress towards your learning objective(s)? (Character Limit 400)

Criteria for success

List success indicators that you aim to achieve for your learning objective(s). (Character Limit 400)

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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? (Character Limit 720)

Activities to achieve objective(s)

List the tasks and activities that will help you achieve your learning objective(s). (Character Limit 720)

Methods for evaluation

How will you measure your progress towards your learning objective(s)? (Character Limit 400)

Criteria for success

List success indicators that you aim to achieve for your learning objective(s). (Character Limit 400)

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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.):

    _____

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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. (Character Limit 1200)

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. (Character Limit 1200)

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).

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Additional notes

(Character limit 4500)