

## **The Student Learning Contract**

The Learning Contract can be used as an addendum to the Fieldwork Evaluation (Mid-term and Final) when a student is not exhibiting expected levels of performance in fieldwork. The Learning Contract is a useful way to concretely identify target areas and place time frames for performance changes to occur. Items in the contract should be mutually prioritized by the fieldwork supervisor and the student. As with any contract, both (or all) parties should sign the contract signifying these items must be successfully address by the given time frames or the student is at risk of failing fieldwork. The following are guidelines for developing the learning contract and identifying consequences (both positive and negative) at the expiration of the contract. The time frame attached to the contract should be realistic and related to the typical developmental expectations for a level two fieldwork student. The Learning Contract should include wording similar to the following:

- “The following objectives have been generated to supplement the established fieldwork goals.”
- “The following items have been discussed and agreed upon on (date).”
- “The supervising therapist(s) and the student will discuss programs toward these goals at least weekly. The student will be formally evaluated on these items two weeks from the above date.”
- “If the student is not meeting these objectives by this deadline, this may be grounds for failure of this rotation.”
- “Asterisk (\*) signified behaviors which must be exhibited immediately. Any violation in safety with client/patient care that occurs will result in dismissal.”

### **Clinical reasoning that is reflected in the Learning Contract**

The following are examples of how the Learning Contract should reflect behaviorally measurable objectives for the student to accomplish with regard to clinical reasoning skills:

- “Demonstrate/verbalize independence an integration of knowledge for evaluation and treatment of client/patients in this setting (clinic, home health, school, etc.)”
- “Assess individual situations and follow departmental procedures. Identify situations which require further knowledge and/or assistance for dealing with situations.”
- “Accepts responsibility for knowing and following procedures so the treatment is safe for client/patient and therapist.”
- “Appreciate need to follow precautions to insure safety of client/therapist/staff.\*”
- “Understands/articulates clinical reasoning with evaluation and treatment.”
- “Verbally report an organized summary of client performance at rounds and to other staff members.”
- “Initiate seeking out information utilizing various resources.\*”
- “Pre-plan treatment plans and expand treatment repertoire. Submit treatment plans to fieldwork supervisor X hours / X days prior to treating client/patient.’
- “Demonstrate independence with time management to achieve fieldwork outcomes regarding amount of client/patients seen daily on caseload.”

The Student Learning Contract (*continued*)

**Communication and Professional Behaviors**

The following is an example of how the Learning Contract should reflect behaviorally measurable objectives for the student to accomplish with regard to professional behavior and communication skills:

- “Demonstrate consistency with professional behavior and communication.”
- “Assume an attitude toward the supervisory relationship conducive to learning, communication, and mutual respect.”
- “Responds to feedback in a constructive and professional manner.”
- “Insure mutual respect with communications.”

The above objectives have been discussed and agreed upon on (date) by:

Name & signature of student \_\_\_\_\_

Name & signature of supervisory \_\_\_\_\_

Name & signature of 2<sup>nd</sup> supervisor \_\_\_\_\_

Name & signature of director (optional) \_\_\_\_\_

Name & signature of school representative (optional – preferably Academic Fieldwork Coordinator)

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