

LAKEHEAD UNIVERSITY
School of Social Work

HBSW Student Learning Contract

Third year Fourth Year One Year

Student's Name		Student's ID Number	
Student's Phone Number		Duration of Placement (Start and end dates)	
Placement Setting		Placement Phone #	
Field Instructor		Field Instructor's Email	
Off-Site Supervisor (If applicable)		Off-Site Supervisor's Email (If applicable)	

A. Supervisory Sessions:

Plans for regular supervisory meetings, to be held a minimum of once per week:		
	On-site Field Instructor	Off-site Supervisor (if applicable)
Day and time		
Place of meeting		
Structure of meeting (individual, group, in-person, teleconference)		
In case of an emergency, how will you contact your supervisor?		
Procedure for contacting others in placement setting for emergency consultation		

B. Teaching/Learning Expectations:

	On-Site Field Instructor	Off-Site Supervisor (if applicable)
Describe the general purpose of supervisory sessions		

Teaching/ Learning Styles:

Supervisor(s) preferred teaching style and teaching methods:		
Student's preferred learning style and methods:		

Instructor's expectations of Student:

Material to be prepared or submitted in advance of supervision sessions		
Student responsibilities during supervision: Please check the appropriate boxes and add any other learning expectations.	<input type="checkbox"/> Present cases and plans <input type="checkbox"/> Relate theory to practice <input type="checkbox"/> Raise questions <input type="checkbox"/> Self-reflective practice Other:	<input type="checkbox"/> Present cases and plans <input type="checkbox"/> Relate theory to practice <input type="checkbox"/> Raise questions <input type="checkbox"/> Self-reflective practice Other:

Student's Expectations of Supervision:

Areas of Discussion: Check as appropriate and add any other desired areas of learning or discussion:	<input type="checkbox"/> Case management <input type="checkbox"/> Social work skills <input type="checkbox"/> Professional values/ethics <input type="checkbox"/> Feedback on student progress <input type="checkbox"/> Self-care <input type="checkbox"/> Learning from instructor's experience/knowledge Other:	<input type="checkbox"/> Case management <input type="checkbox"/> Social work skills <input type="checkbox"/> Professional values/ethics <input type="checkbox"/> Feedback on student progress <input type="checkbox"/> Self-care <input type="checkbox"/> Learning from instructor's experience/knowledge Other:
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C. Plans for collaboratively drafting the mid-term and final evaluation forms (Draft evaluation forms should be completed approximately one week before evaluation due dates).

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D. Practicum Learning Goals

Note: It is recommended that a minimum of 4 to 6 learning objectives/goals be completed for each section.

THE ORGANIZATIONAL CONTEXT OF PRACTICE

The goals in this area will focus on learning about the organizational structure, policies and procedures, and the administrative requirements of your placement site. Understanding the organization's mandate, the services provided and the place of the organization in a broader community context are all part of this area of practice. Practicum settings are extremely varied and may encompass a micro, mezzo or macro focus.

Learning Objectives/Goals	Learning Resources/Activities	Evidence of Learning	Estimated Date of Achievement
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.

Learning Objectives/Goals	Learning Resources/Activities	Evidence of Learning	Estimated Date of Achievement
4.	4.	4.	4.
5.	5.	5.	5.
6.	6.	6.	6.

THE COMMUNITY CONTEXT OF PRACTICE

The goals in this area will focus on gaining knowledge of relevant community resources, both formal and informal, as related to your placement site as well as identifying gaps in service. Developing an understanding of the environmental and community context of the client group you are working with (individual/family/group/community) and being able to identify the socio-economic, cultural and political impacts on that group are also key.

Learning Objectives/Goals	Learning Resources/Activities	Evidence of Learning	Estimated Date of Achievement
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.

Learning Objectives/Goals	Learning Resources/Activities	Evidence of Learning	Estimated Date of Achievement
4.	4.	4.	4.
5.	5.	5.	5.
6.	6.	6.	6.

SOCIAL WORK SKILLS

Goals for this area of practice may include any or all of the following areas of skill development:

Problem identification, assessment, planning and formulating strategies, intervention and implementation skills, termination and evaluation, relationship and communication skills, and documentation. Depending on your practice setting, these skills may be applied to clinical work with individuals, groups or families, OR to community development or research practice, where your client group will be defined with a broader macro focus.

Learning Objectives/Goals	Learning Resources/ Activities	Evidence of Learning	Estimated Date of Achievement
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.

Learning Objectives/Goals	Learning Resources/Activities	Evidence of Learning	Estimated Date of Achievement
4.	4.	4.	4.
5.	5.	5.	5.
6.	6.	6.	6.

THE PROFESSIONAL CONTEXT OF PRACTICE

The goals for this area of practice are focussed on issues of professional identity as a social worker and social work ethics and standards of practice, including the professional use of self. The effective use of supervision, evaluation of practice, and mindfulness about values and attitudes in the workplace are important aspects of the professional context of practice. Other areas to consider are time management skills, and your role as a team member in the placement setting.

Learning Objectives/Goals	Learning Resources/Activities	Evidence of Learning	Estimated Date of Achievement
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.

Learning Objectives/Goals	Learning Resources/Activities	Evidence of Learning	Estimated Date of Achievement
4.	4.	4.	4.
5.	5.	5.	5.
6.	6.	6.	6.

OTHER

This area is available to record any specific goals, projects or areas of learning and development that may not fit into the other learning categories.

Learning Objectives/Goals	Learning Resources/Activities	Evidence of Learning	Estimated Date of Achievement

E. Signatures

Student		Date	
Field Instructor		Date	
Off-site Supervisor (if applicable)		Date	

One copy of the completed learning contract is to be forwarded to the Field Education Coordinator. Additional copies are to be retained by the student and field supervisor(s) to be reviewed throughout the field practicum, and particularly at mid and end term evaluation time.