The Learning Contract (Description)

What is the Learning Contract?

It is a written document underlining the obligations of the parties involved, in this case the supervisor and trainee, toward the academic institution and the clinical setting (Scaife, 2019). Through this contract, the trainee is committed to the format of his learning, thus increasing his motivation to be successful. The contract leads to the mutual establishment and agreement on modalities that will frame the placement, in order to harmonize each party's expectations of the process. Modalities identify the trainee's needs and interests, set consistent and relevant objectives, specify resources made available and structure these terms with specific dates and criteria used to evaluate the objectives achieved, while fostering a personalized approach (Gopee, 2015; Université de Montréal, 2017).

The contract must be signed as soon as possible. However, the trainee and supervisor need to take time to get to know each other and assess their mutual expectations. It is very important that both parties discuss and approve the terms of the contract. If different intents remain unspoken from the start, this disparity can lead to misunderstandings that may eventually jeopardize the functional relationship between the trainee and supervisor (Scaife, 2019).

Ideally, it would be beneficial to discuss the contract with the trainee at the same time as the **Expectations of the Trainee** (view this tool in your basket). It is the best way to ensure that he has all of the required information to facilitate a flowing process. These documents can also be used as additional references during mid-placement and end-of-placement evaluations.

The contract's content may vary, given the individual needs of each placement setting, as well as along the placement. Elements of the contract can be negotiated, subject to the needs and challenges encountered as time goes on (Scaife, 2019). The contract evolves with the trainee's progress (Falender & Shafranske, 2017). Objectives set initially are not fixed; they can be rewritten regularly, to reach different goals or further develop new competencies.



The Learning Contract is useful for the trainee to:

- Understand how supervision works (supervisor's roles, observation, feedback, evaluation) and clarify any ambiguity
- · Harmonize his expectations with those of the supervisor
- · Share responsibility for his learnings
- Create a trusting relationship with the supervisor

The Learning Contract is useful for the supervisor to:

- · Clarify his expectations concerning the placement process
- · Adjust his work methods so they conform to program requirements
- · Adapt his activities so they are conducive to achieving objectives that were set
- · Identify strategies that optimize learnings
- · Harmonize his expectations with those of the trainee
- · Express his interest in building a trusting relationship with the trainee

(Adapted from Gopee, 2015)

References

Bernard, J. M. & Goodyear, R. K. (2019). Fundamentals of Clinical Supervision (6th edition). Boston, MA: Pearson.

Ellis, M. V. (2017). Clinical Supervision Contract & Consent Statement and Supervisee Rights and Responsibilities. *The Clinical Supervisor*, 36(1), 145-159.

Falender, C. A. & Shafranske, E. P. (2017). Supervision Essentials for the Practice of Competency-Based Supervision. Washington, DC: American Psychological Association.

Gopee, N. (2015). Mentoring and Supervision in Healthcare. London, United Kingdom: Sage Publications.

Scaife, J. (2019). Supervision in Clinical Practice - A Practitioner's Guide. Oxon, United Kingdom and New York, NY: Routledge.

Université de Montréal (2017). *Guide de stage en physiothérapie*. Retrieved on June 14, 2019 from the website of the École de réadaptation de la Faculté de médecine de l'Université de Montréal: https://readaptation.umontreal.ca/wp-content/uploads/sites/21/2012/07/Guide-stage-continuum-version-2017.pdf





Learning Contract (Tool)

Name of student:					
Name(s) of supervisor(s):					
Clinic(s):					
Contact in case of absence:					
Placement location:					
Expected dates:	From		to		
Work schedule:					
Placement:					
	1	II	III	IV	V
Placements done up until now:					
LOCATION	FIELD		DURA	TION	
1.					
2.					
3.					
4.					
Type of supervision:					
Duration of supervision:					
Weekly meetings will take place every:		(we	eekdav) at		(am/pm)

The Art of Supervising Trainees

Compulsory activities: (e.g. departmental meetings)	
•	
•	
•	
•	
Optional activities: (e.g. training, conferences)	
•	
•	
•	
•	
Personal learning objectives	Strategies to achieve these objectives
Personal learning objectives 1.	Strategies to achieve these objectives .
1.	
1. 2.	
1.	•
1. 2.	
1. 2.	

Date of mid-placement evaluation: ______ Date of final evaluation: _____





The Art of Supervising Trainees

The trai	nee's evaluation will be conducted based on:				
	The Observation Grid-Intervention				
	☐ The Assessment Grid of Clinical Documentation				
	☐ The Observation Grid-Clinical Reasoning				
	The supervisor's observations				
	Patient or work team comments				
	Others:				
Date of	placement setting evaluation by the trainee:				
Date of supervisor's evaluation by the trainee:					
As a tra	nee, I am committed to				
	Reading and signing the Expectations of the trainee				
	Setting clear, relevant and achievable objectives, according to defined deadlines				
	Being responsible for my progress and success				
As a sup	pervisor, I am committed to				
	Being receptive to the trainee's expectations				
	Providing the trainee with the support and tools required for his success				
	Giving constructive feedback for the trainee to improve his performance				

The Art of Supervising Trainees

We,	(trainee),	(supervisor)
and	(supervisor), have read and ur	
agreement. We are committed to respecting it necessary.	them and are aware of the fact that cha	anges can be made, if we deem
Signature (trainee):		
Signature (supervisor):		
Signature (supervisor):		
Date:		
Date of contract modification:		