

## LEARNING CONTRACT - RESEARCH

The learning contract is negotiated between the student and field instructor and provides the basis for evaluating the student’s progress in placement. The student’s learning contract should be comprehensive with activities that fall under the 5 major learning objectives identified below. The learning contract should be completed no later than the **third week after your placement begins**. If necessary, you will have the opportunity to revise your learning goals online at midpoint

### PRACTICUM PARTICULARS

Student Name		Agency/Organization	
Faculty Advisor		Agency Address	
Field Instructor		Practicum Start Date	
Expected date of Midpoint evaluation		Expected date of Final Evaluation	

### MSW-ADMINISTRATIVE AGREEMENT

Length of Placement (months)		Days of the week at placement (FULL DAYS)	MON	TUES	WED	THURS	FRI	SAT	SUN
Projected Start Date		Hours at Placement per Week							
Projected End Date									

## SUPERVISION

How often will the student and Field instructor be meeting for formal supervision and what does supervision consist of? i.e. How will Field Instructors and Students incorporate a discussion on practice theory and application during these meetings? **(Student to complete after discussion with Field Instructor)**

Please list any expectations that the Field Instructor has for the student (i.e. *reflective journals, process recordings, oral discussion of projects etc.*): **(Student to complete after discussion with Field Instructor)**

<b>LEARNING OBJECTIVES</b>	<b>MAJOR LEARNING GOALS</b> <b>(Student to complete, 2 – 3 goals; max 500 characters for each goal, or it can't saved)</b> <b>Students and field instructors determine goals that reflect the criteria outlined in the <a href="#">learning</a> area but are specific to the context of the agency</b>	<b>PLANS FOR GOAL ATTAINMENT</b> <b>(Student to complete, 2 – 3 goals; max 500 characters for each goal, or it can't saved)</b> <b>Explains how student will meet each goal: tasks, activities, projects and method of evaluation</b>
<b>1. Theoretical Frameworks</b>  A. Is knowledgeable about a range of research designs and methods (qualitative, quantitative, grounded theory, participatory action research, and other research methods) B. Is able to recognize and discuss where applicable the strengths and limitations of methods in relation to knowledge production and/or knowledge translation C. Demonstrates knowledge about types of literature reviews i.e. critical reviews, narrative reviews, scoping reviews, interpretive synthesis, qualitative systematic reviews etc.		

<p style="text-align: center;"><b>LEARNING OBJECTIVES</b></p> <p>Learning objectives required by the school</p>	<p style="text-align: center;"><b>MAJOR LEARNING GOALS</b>  <b>(Student to complete, 2 – 3 goals; max 500 characters for each goal, or it can't saved)</b></p> <p>Students and field instructors determine goals that reflect the criteria outlined in the Development Area but are specific to the context of the agency</p>	<p style="text-align: center;"><b>PLANS FOR GOAL ATTAINMENT</b>  <b>(Student to complete, 2 – 3 goals; max 500 characters for each goal, or it can't saved)</b></p> <p>Explains how student will meet each goal: tasks, activities, projects and method of evaluation</p>
<p><b>2. Critical Practice -Practice Skills::</b></p> <ul style="list-style-type: none"> <li>A. Indicates awareness of research funding structures and impact on the research process (e.g., research question, composition of research team)</li> <li>B. Critically analyzes key stakeholders in the research process (i.e., include factors like gender, age, race, class, religion, ability, sexual orientation, etc)</li> <li>C. Critically analyzes recruitment strategies in relation to the inclusion and exclusion of participants from diverse marginalized communities</li> <li>D. Critically analyzes data collection tools and processes (e.g., surveys, semi-structured interview guides) in relation to the limits of knowledge production.</li> <li>E. Recognizes and analyzes how research-based knowledge may be used to maintain oppressive relations</li> <li>F. Recognizes power in relation to self, participants, community and data collection and analysis</li> <li>G. Recognizes and responds to gaps or barriers in the research design and methods</li> <li>H. Identifies potential areas for changes in the research process to centre participants voices</li> <li>I. Identifies how research knowledge may be used as a potential tool towards advocacy, social action, transformation, and to serve the interest of oppressed communities.</li> </ul>		

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<b>3. Research Practice Skills:</b> From a critical practice perspective student: A. Conducts a comprehensive literature review and critically analyze the research literature to determine gaps and limitations B. Articulates a rationale for choosing a particular research design and methods C. Implements data collection methods (e.g., conduct interview, distribute survey) D. Acts and understands the role of advocacy for client/community groups E. Accurately writes research documents (e.g., study proposal, ethics review, study summary) F. Organizes and presents data in a comprehensive manner, demonstrating clarity and coherence G. Demonstrates ability to provide presentations, based on research findings, to a variety of audiences. H. Express self verbally and in		

<p>writing in an effective and appropriate manner</p> <p>I. Terminates successfully with research participants, community groups, and agency personnel</p> <p>J. Understands and incorporates the CASW code of ethics in the research process</p>		
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<p><b>4. Critical Reflection:</b></p> <p>A. Recognizes and is able to articulate research theory in practice</p> <p>B. <b>Recognizes how</b> one's own social identity, location and values can impinge in one's work with participants and community during data collection, and data analysis</p> <p>C. Takes the initiative in setting the agenda for field instruction meetings</p> <p>D. Can accurately assess one's own level of skill and be able to identify strengths and areas for <b>growth</b></p>		

<p><b>DEVELOPMENT AREA</b></p> <p>Learning objectives required by the school</p>	<p><b>MAJOR LEARNING GOALS</b></p> <p><b>(Student to complete, 2 – 3 goals; max 500 characters for each goal, or it can't saved)</b></p> <p>Students and field instructors determine goals that reflect the criteria outlined in the Development Area but are specific to the context of the agency</p>	<p><b>PLANS FOR GOAL ATTAINMENT</b></p> <p><b>(Student to complete, 2 – 3 goals; max 500 characters for each goal, or it can't saved)</b></p> <p>Explains how student will meet each goal: tasks, activities, projects and method of evaluation</p>

**5. Professional Context of Practice:**

- A. Establishes professional and ethical relationships with research participants, community groups, and colleagues
- B. Adheres to the research process:
  - o Creates and keeps up to date data on all participants and related data (e.g., memoing)
  - o Ensures confidentiality of material
  - o Understands computer systems and data analysis programs (e.g., Excel, NVIVO, SPSS) in order to perform job duties
- C. Is able to discuss and manage moral and ethical dilemmas within the research process
- D. Analyses the dynamics of social work research and how it may differ from other forms of research
- E. Responds to processes of critical reflection in an effort to advance anti-oppressive research practice skills
- F. Adheres to the CASW Code of Ethics in respect to meaning for critical practice
- G. Uses supervision effectively including appropriate uses of staff for consultation

<p>H. Communicates in a professional manner both orally and in writing</p> <p>I. Demonstrates awareness and adheres to agency recording standards, including policies pertaining to confidentiality, consent, and overall policies and procedures</p>		
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**ADDITIONAL INFORMATION**

Please list any trainings/workshops that the student has attended or will attend (include title, dates, sponsor and relevance to the placement): **(Student to complete after discussion with Field Instructor)**. **NOTE: Training /workshop/or conference attendance should not exceed 50 hours of placement time.**

Is there any other information the Student or Field Instructor would like the School to know: **(Student to complete after discussion with Field Instructor)**