

Clinical Contract

As part of your clinical placement, it is recommended that you complete a detailed Clinical Contract. The purpose of the clinical contract is for students to identify learning goals that they wish to achieve in the particular placement.

Students are asked to complete a clinical contract for their Clinical Educator's perusal using the example suggested below. This contract is **to be completed by the end of the second week of the placement**. The clinical learning contract is signed by both the student and the clinical educator and can be **revisited and reviewed** during the placement.

General principles in formulating a contract include:

- A Clinical Learning Contract is a flexible document open to change with reasons for changes being clear to all concerned.
- The contract specifies the goals and expectations of all concerned, relating these to specific tasks. **Goals should be SMART** – specific, measurable, achievable, realistic and time-referenced.
- The Clinical Learning Contract provides the means to anchor the student's learning and placement expectations both to ways of achieving these, and to the student's current starting point in relation to each of the expectations raised by the student and/or clinical educator.

Please refer to the assessment guidelines to ensure that the contract covers the areas described within your evaluation.

Example of a contract drawn up in the second week of the placement.

(This example is not intended to be "perfect" or cover all available topics but does illustrate the links between "desired" and "actual" and proposes some ways of achieving goals.)

What I want from placement	Where I am now in relation to these areas	How I will achieve this	Time Scale	How I will know I have achieved progress
1. To develop a clear understanding of how external and internal factors affect assessment.	Can identify the obvious factors (e.g., apraxia and fatigue) but am unclear on covert ones (e.g., motivation, situation, etc).	Initially list variety of factors in organised groups that may affect performance. Once identified be alert to their presence in the assessment situation.	Listings done by week ____. Review progress in identifying factors in therapy after 2 weeks (date).	Clinical evaluation Feedback from clinical educator Self-reflection Client progress
2. To develop competency in selecting appropriate therapy regimes.	Can take over predetermined plan and move on competently from there but difficulties in developing a plan from scratch.	Obtain a comprehensive review of therapy techniques (Chapter __ in ____). Use own initiative to write down plan of action for each new client.	1 week to complete chapter review. View progress on plans in 3 weeks.	Able to suggest a range of therapy approaches Understand the suitability of each Client progress Feedback from clinical educator Clinical Evaluation
3. To develop skills in advocacy, assertion and promotion of profession and self.	Certainly aware it's an issue but little skill developed.	Read ____ and observe professional exchanges.	Review in 2 weeks.	Clinical evaluation Feedback from clinical educator Self-reflection

CLINICAL CONTRACT

Student's Name: _____ Date: _____
Placement location: _____

What I want from placement	Where I am now in relation to these areas	How I will achieve this	Time Scale	How I will know I have achieved progress

Student's signature:..... Date:

Clinical Educator's signature: Date: