Learning Contracts and Learning Objectives

Preparation for placement (work based) learning
Process

1. Identify learning need
2. Write SMART objective
3. Identify resources
4. Identify how to evidence
5. Evaluate and review

Flow: Identify learning need → Write SMART objective → Identify resources → Identify how to evidence → Evaluate and review → Identify learning need
SMART Objectives

- **Specific** - relate to a specific activity, area of competence
- **Measurable** - must be able to demonstrate that have achieved something
- **Achievable** - can be done by the person in the context within which they are working
- **Realistic** - in terms of resources available
- **Timed** - within the time available

"By the end of the placement I will have learned how to have competently measured for and fitted a resting splint with minimal assistance"

"By week 4 I will be able to describe the OT process in this setting"
Key words

- The student will be able to ..........
- Active verb / phrase
- Object
- Context/condition
- e.g....will be able to describe OT process as applied to stroke rehabilitation clients on the Day Unit
<table>
<thead>
<tr>
<th><strong>Initial Learning Objectives:</strong> Specific, Measurable, Attainable, Realistic and Timed (S.M.A.R.T.)</th>
<th><strong>Learning Resources:</strong> What resources do you need in order to achieve these?</th>
<th><strong>Evidence:</strong> How can you show yourself and your tutor that you have met these objectives.</th>
<th>Date set</th>
<th>Date achieved</th>
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</table>
| **Italian lessons**  
By the end of term to be able to hold a basic conversation in Italian | books, another Italian speaker, DVDs, tutor | To have a 5 minute conversation in Italian with my tutor | | | 
| **Tap classes**  
By the end of the course to have learned four tap steps. | lessons, tap shoes | To show tutor short routine that includes at least 4 steps | | | 
| **Piano**  
By end of month to be have learned to play competently "The Entertainer" | piano, music book | To perform "The Entertainer" at the local church hall concert | | | 
| **Communication**  
To demonstrate effective communication skills and rapport with a non-complex client by the end of my placement | books, website, PPE | To do a 10 minute presentation of SAP to educator | | |
**Example**

**Area for development**
Need to get more confidence in talking appropriately and professionally with other members of the MDT. I find that I am quite intimidated in formal team meetings and I am very quiet. When I do speak I tend to panic and not say what I intended to and sound not very sure of myself. This is sometimes because I am not sure what the OT role is in relation to others.

**Learning need**
Need to be able to demonstrate effective and professional communication within the MDT.
SMART Objectives

- The student will be able to ..........
- Active verb / phrase
- Object
- Context/condition

E.g. SMART objectives

By the end of the second week I will be able to identify the different MDT roles in the orthopaedic inpatient team.

By the middle of my placement I will be able to discuss with minimal support a small number of patients I am working with in the MDT meeting.
Now identify resources and how you are going to demonstrate that you have achieved it

<table>
<thead>
<tr>
<th>SMART learning objective</th>
<th>Resources needed</th>
<th>How to evidence</th>
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| By the end of the second week I will be able to **identify** the **different MDT roles** in the orthopaedic in patient team | • Spend time with the different members of the team  
• Read patient literature  
• Discuss MDT treatment with patients | • Feedback to PPE  
• Complete information sheet on MDT roles in the team for the resource file |
| By the middle of my placement I will be able to **discuss with minimal support a small number of patients I am working with** in the MDT meeting | • Observe effective team communication  
• Reflect on positive role models  
• Reflect and discuss with PPE in supervision  
• Read literature on effective formal communication  
• Identify suitable patients to feedback in MDT meeting | • Reflection on own contribution to MDT meeting  
• Feedback from PPE and other members of MDT |
References

- Cross V (1992) Using Learning Contracts in Clinical Education. Queen Elizabeth School of Physiotherapy