

ORANGE COUNTY COMMUNITY COLLEGE  
Middletown, New York  
PHYSICAL THERAPIST ASSISTANT DEPARTMENT  
(845) 341-4280

**DEVELOPING A CLINICAL EDUCATION LEARNING CONTRACT**

As described by Jill Newman Henry, RPT, MH Ed. from the University of Georgia, “A contract is an agreement between two people which specifies the obligation of each toward achieving an agreed-upon goal or outcome. In clinical education, a contract between student and instructor outlines the specific activities each will do to resolve a problem or reach a goal. The contract should be developed by both parties, agreed upon by both and the outcome evaluated by both. A third person may be useful in the development and evaluation phases to serve as ‘negotiator’ or ‘arbitrator,’ i.e., to have an unbiased viewpoint towards the terms of the contract.”

**IMPORTANT NOTICE:**

**We now require that a Learning Contract be written for any student who receives a mark in the Unsatisfactory column of the “Evaluation of Student Performance” at midterm (or, if student’s performance deems, earlier or subsequent to a midterm).**

We encourage early documentation via the Learning Contract as soon as a problem or problems are recognized regarding student knowledge, skills, attitude/behavior. We encourage you to contact the Academic Coordinator of Clinical Education (ACCE) to assist you in writing the Learning Contract. You may write a Learning Contract to document many problems or even one problem to aid in student remediation. This packet contains a blank Learning Contract and a sample.

**LEARNING CONTRACT**

STUDENT: \_\_\_\_\_ FACILITY: \_\_\_\_\_

**AREAS OF STRENGTH:**

| <b>AREAS OF NEED:</b> | <b>EXPECTED OUTCOMES:</b> | <b>STUDENT PLANS FOR ACHIEVING GOALS:</b> | <b>CLINIC PLANS FOR ASSISTING STUDENT:</b> |
|-----------------------|---------------------------|---|--|
|                       |                           |   |  |

| <b>AREAS OF NEED:</b> | <b>EXPECTED OUTCOMES:</b> | <b>STUDENT PLANS FOR ACHIEVING GOALS:</b> | <b>CLINIC PLANS FOR ASSISTING STUDENT:</b> |
|-----------------------|---------------------------|---|--|
|                       |                           |   |  |

DATE DISCUSSED: \_\_\_\_\_ RE-ASSESSMENT DATE: \_\_\_\_\_

STUDENT SIGNATURE: \_\_\_\_\_ INSTRUCTOR SIGNATURE: \_\_\_\_\_

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**RE-ASSESSMENT OF STUDENT PERFORMANCE**

**CI COMMENTS:**

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CLINICAL INSTRUCTOR SIGNATURE / DATE

**STUDENT COMMENTS:**

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STUDENT SIGNATURE / DATE

**LEARNING CONTRACT SAMPLE**

STUDENT: Dana Jones

FACILITY: ABCD Hospital

- AREAS OF STRENGTH:-**
- Knowledge of Anatomy
  - Application of modalities and use of strengthening equipment
  - Communication with PT regarding changes in patient status

| <b>AREAS OF NEED:</b>   | <b>EXPECTED OUTCOMES:</b>  | <b>STUDENT PLANS FOR ACHIEVING GOALS:</b>  | <b>CLINIC PLANS FOR ASSISTING STUDENT:</b>   |
|---|--|--|--|
| Function more independently of therapist  | Effectively treat assigned pt. load independently, completing entire tx; and be able to observe/monitor more than one pt. tx at a time | Review chart and patient/client info for use in: planning effective tx for all assigned patients & to aid in carrying out independent tx (from beginning to end) | Provide Dana with schedule in morning to help student prepare for reviewing charts and determining treatments                                    |
| Improve chart information retrieval   | Extract sufficient information from pt's/client's chart to prepare for effective patient treatment                                     | See above  |  |
| Continue to show more initiative  | Be an effective part of the team - know where you can assist and what needs to be done without having to be told                       | Maintain flow of patient/client tx by looking for areas to assist without requiring prompting  |  |
| Take personal responsibility for enhancing learning experiences and understanding physical therapy theory | Have improved knowledge of physical therapy theory demonstrated by answering questions appropriately                                   | Request opportunities which will provide experiences to learn, such as during unscheduled time-practice techniques on staff for additional experience            | Provide varied opportunities to expand knowledge when Dana expresses interest: teach new techniques when requested as time and situation permits |
| Improve problem solving skills  | Make suggestions on how to improve, modify, progress patient's tx  | Have specific plan of care to suggest to PT for tx modification (be prepared to suggest alternative tx)  |  |

| <b>AREAS OF NEED:</b>                                | <b>EXPECTED OUTCOMES:</b>   | <b>STUDENT PLANS FOR ACHIEVING GOALS:</b>  | <b>CLINIC PLANS FOR ASSISTING STUDENT:</b> |
|--|---|--|--|
| <p>Improve professional communication</p>            | <p>Communicate with clear, concise instructions; avoiding discussion of personal situations</p> | <p>Limit personal information during conversation with pt/client; provide objective info to encourage and reassure and be more assertive with young pt/client population</p> |  |
| <p>Complete assignments as requested and on time</p> | <p>All assignments will be submitted on time</p>  | <p>Submit assignments on time</p>  |  |

DATE DISCUSSED: March 1, 2xxx RE-ASSESSMENT DATE: March 22, 2xxx

STUDENT SIGNATURE: \_\_\_\_\_ INSTRUCTOR SIGNATURE: \_\_\_\_\_

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**RE-ASSESSMENT OF STUDENT PERFORMANCE**

**CI COMMENTS:**

Dana has show improvements in all areas described above; seems to have more focus; is more confident in patient interactions; offers good suggestions for changes in pt. treatment (for treatment to be more challenging); and is able to carry out treatment independently. Homework assignment was turned in on time. With Dana's continuing efforts throughout the remainder of the affiliation, I anticipate a successful outcome.

March 22, 2xxx

\_\_\_\_\_  
CLINICAL INSTRUCTOR SIGNATURE / DATE

**STUDENT COMMENTS:**

I was afraid to overstep my boundaries, but now I know what is expected and how to better fit in.

March 22, 2xxx

\_\_\_\_\_  
STUDENT SIGNATURE / DATE