



Northern Ontario
School of Medicine
École de médecine
du Nord de l'Ontario
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GOAL SETTING

REHABILITATION STUDIES

Goal Setting or Learning Contracts help to outline the “what, where, when and how” of a clinical learning experience and contribute to successful learning experiences for both the learner and the preceptor. Goal setting promotes self-directed learning. Appropriately established goals also contribute to an effective feedback system and evaluation process (mid-term and final).

KEY POINTS

1. Set aside time with the Learner to establish goals/ learning contract.
2. Learning contracts clearly establish expectations for the learner and preceptor.

Learning Contracts Provide:

- Individual statements of learning goals
- An opportunity to incorporate unique clinical experiences (e.g., Interprofessional learning, cultural competency, rural/remote service delivery, etc.).
- Are realistic, achievable, measurable, and matched to the current learning level and goals

Suggested Timeline

- Day 1: Discussion begins
- Day 5: Rough Draft
- Day 6: Goals established and/or Learning Contract completed
- Mid-term: Formative* evaluation provided formally
- Final: Summative* evaluation provided formally

*Formative evaluation: Informal, focuses on shaping behavior, is descriptive, reflective and qualitative.
*Summative evaluation: Formal, provides a grade or rating of the skills/behaviours observed, is quantitative.

QUALITY OF EVIDENCE

Preceptors should consider the quality of the evidence suggested by the learner. For example, if the evidence is listed as “Completed 1 assessment,” (actually the ‘goal’), information regarding the quality of the assessment, such as level of independence in completing the assessment, patient safety, efficiency (time required to complete), clinical judgments used, and so on, should also be targeted and communicated in the evidence section.

ADDITIONAL ONLINE RESOURCES

- [Preceptor Education Program \(PEP\)](#)
- [e-tips For Practice Education](#)

CLINICAL LEARNING LIASON (CLL) ROLE

The CLL's are available to support northern preceptors in all aspects of clinical education including goal setting. Should you require support, or additional resources in order to provide a successful learner experience please contact us at rehabstudies@nosm.ca

GOAL SETTING TEMPLATE

Objective	Resources	Evidence	Validation
Complete a full assessment by placement end.	Assessment manuals, observation of assessments completed by preceptor, review reports of previous assessments. Suitable clients/patients.	Completed assessment including results, interpretation, therapy goals and plans. Able to modify assessment to client/patient needs as required.	Preceptor feedback on assessment protocol and documentation.