FROM FIELD TO VIRTUAL PLACEMENT -- WHAT CAN THE TRANSITION LOOK LIKE?

Select programs and projects that can more easily transition to a virtual delivery option for clients and for student learning. Please see Remote/Virtual Student Engagement Project Ideas for examples.

Below is an example intended to illustrate the transition from field placement to a remote/virtual placement, focusing on a specific task/project.

EXAMPLE

Students are in field placement working on quality improvement initiative for an organization. Three weeks into the placement, emergency measures are imposed, and students are required to continue their work remotely.

TRANSITION

Onsite students develop and administer client satisfaction surveys in support of quality improvement. This work transitions to telephone interviews and/or online surveys and data analysis is completed remotely.

SUPPORTING STUDENT LEARNING AND TRAINING FOR A SMOOTH TRANSITION

- Assess student's competency in the task being assigned for the remote work (i.e. data analysis, how to conduct phone surveys) and identify gaps in knowledge. This can be done through discussions with the student, review a sample of their course work or assign them a task to make your assessment (i.e. ask them to analyze sample data, create phone script for interview).
- To address any gaps in knowledge, support and training can be accomplished through online demonstrations by supervisor or staff, recommended training modules and resources students can review independently.
- Once students acquire sufficient knowledge, they attempt the task and submit part of the work to be reviewed for accuracy and feedback. After the work is approved, they proceed with the rest of the task. It's important for students to have a workplan outlining different touchpoints and opportunities for clarification.

BEST PRACTICES

At the beginning of a project or task:

- Communicate to students the purpose of specific projects or tasks
- Share with students your goals and expectations regarding their contribution to the role, task or project
- Encourage students to recap what they heard from you regarding these two points; they may do this verbally or you may ask for a written summary.
- Identify specific touch points for the project or tasks
- Create structured opportunities for clarification or check-ins
- Assign a person(s) to oversee and lend support
- If hosting multiple students, consider creating a "*Student Powerhouse Team*" where students support one another and are encouraged to seek and generate their own answers prior to seeking staff support. Once they have the answers, they turn to staff for confirmation that they're on the right track.

LINKS TO RESOURCES

Tips for Onboarding Students Remotely and Tips for Supervising Students Remotely

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