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| **VIRTUAL/REMOTE PLACEMENT PLANNING CHECKLIST** | | |
| This checklist can be used to guide planning for virtual/remote placements for students. Supervisors (i.e. host organization) and Experiential Education (EE) Coordinators (i.e. university staff) can collaborate on addressing these considerations to ensure a successful and mutually beneficial placement experience. | | |
| PRIOR TO PRACTICUM – Exploring and Planning | | |
| **Stages** | **Action Items & Considerations** | **Notes** |
| ProjectApplicationStage | 1. **Identify Appropriate Project / work**  * Review project examples & consult with EE Coordinator * Identify elements of the project/work that can be completed remotely and those that are to be completed on site * Identify specialized skills required to complete the work remotely (these can be acquired as part of placement or be prerequisites for placement) * **Recommended:** complete the Project & Placement Overview Form |  |
| 1. **Workspace requirements for Virtual Placements**  * Communicate workspace and technological requirements to EE Coordinator * Consider: computer specifications, security of connection, internet speed, software, etc. * Level of privacy required & confidentiality of information * Access to shared files or remote server * Specific technology/software (& compatibility among stakeholders) |  |
| 1. **Determine Project Scope**  * Expected hours/duration * Timeline/milestones * Deliverables |  |
| 1. **Finalize number of students**  * One student | More than one student   *\*Lack of space limitations makes it possible to host a small group of students who can establish a peer-based support system.* |  |
| 1. **Student Fit**  * Identify computer/technical skills student requires to complete the work remotely * Identify Required Skills/Knowledge/previous experience to support the project/work * Screening (e.g. police check, immunization, etc.) |  |
| PRIOR TO PRACTICUM – Getting Ready to Host | | |
| **Stages** | **Action Items & Considerations** | **Notes** |
| **Student**  **Matching**  **Stage**    **&**  **Preparatory**  **Stage** | 1. **Interview Format**  * Determine if you will conduct student interviews prior to offering a placement and what will the format look like (panel/one to one) * Identify the platform will be used, e.g. Zoom, Skype, etc. * Determine if students will be required to complete an activity/writing exercise, etc. and how will they be administered remotely |  |
| Organizing Virtual Opportunities for Transferable Skill Development  * Generate a timetable of activities that allow students to practice and develop transferable skills, such as Professionalism (e.g. time management, problem-solving) & Interpersonal (e.g. collaboration, communication) * Connect with EE Coordinator for sample activities and support in this area * Arrange opportunities for networking or informational interviews |  |
| 1. **Identify Tools for Managing Remotely Communication/Collaboration Tools/Tech**  * Tools to support communication, collaboration & team building   Ex: Microsoft Teams | Google Docs | Zoom |   * Tools to support time management |  |
| 1. **Plan for and support different types of Engagement**  * Prior to placement, identify creative ways students can engage & define work expectations * Identify specific deliverables you are looking to receive * Identify if the work will be synchronous / “real time” or asynchronous / not in “real time” or a combination of both (e.g. student helps deliver a virtual exercise class every Tuesday evening v. student prerecords the virtual exercise and posts at a later time) * Identify resources and staff members that can support and/or guide students as needed |  |
| 1. **General Supervision Considerations**  * Allocate supervision tasks and consider sharing supervision responsibilities among different staff members to lighten load and build capacity: * **Supervisor:** oversight of student’s learning & performance; evaluation * **Project Lead:** oversees a specific project/aspect of the work * **Mentor:** offers guidance & helps student feel welcome * **Go-To:** addresses general questions about workplace |  |
| PLACEMENT LAUNCH – Hosting Begins | | |
| **Stages** | **Action Items & Considerations** | **Notes** |
| **Placement**  **Launch**  **Stage** | 1. **Communicate Training and Onboarding Processes & expectations**  * Format of training (e.g. modularized, synchronous) * Duration (time commitment, inclusion in placement hours) * Risk management & security processes * Privacy & Confidentiality processes   *\*Review Tip Sheets on virtual* [*onboarding/training*](https://www.cewilcanada.ca/_Library/COVID_19/FINALTips_for_onboarding_students_remotely_-_CEWIL_Canada.pdf)*,* [*supervision*](https://www.cewilcanada.ca/_Library/COVID_19/FINALTips_for_supervising_students_remotely_-_CEWIL_Canada.pdf)*.* |  |
| 1. **Welcome student in the organization**  * Notify relevant parties (staff, volunteers, clients) of the student’s start date and role in the organization * E-introduce student to relevant parties internal and external to the organization |  |
| General Supervision Considerations  * Communicate expectations for working remotely; share with students all applicable guidelines, policies and expectations related to behaviour, communication, workload and any other relevant information to make the placement successful * Communication expectations around supervision and check-in (e.g. daily, scheduled, etc.) * Offer students a system for managing and tracking progress and work; consider incorporating the *Student Learning Plan* into the tracking system to ensure alignment with learning outcomes * Communicate availability of support and assigned mentors/supervisors * Inform student of preferred communication (e.g. e-mail, WhatsApp) |  |
| 1. **Evaluation -- Discuss Necessary Adjustments**  * Identify if there are any skills that are developed differently in virtual placements and determine how they will be evaluated |  |