This document is only for students who, during the semester, have to move from in-person or hybrid practicum placements to remote/virtual working due to the pandemic. Please also note this document does not replace the material in the Practicum Manual or the Practicum Program Planning during the Pandemic (June 2020) document, but rather, should be read in conjunction with them.

Purpose:
- To provide guidelines for Practicum Field Supervisors and students during their practicum, should the Agency close due to COVID-19;
- To provide guidance to students who become symptomatic or have underlying health concerns that require them to self-isolate; and
- To provide information about contingencies if there is a need to alter in-person placements mid-semester and to transition to another type (e.g. away from in-person to a remote placement).

Contingency Planning for Possible Transitions

Contingency planning is crucial because it makes explicit, the potential issues that may need attention, who should be involved and how. When there is a sudden need to shift direction in placement work, a contingency plan helps to ensure:
- No one is caught off guard about their expectations of others and the issues to be dealt with.
- That we are all ready to respond quickly with ideas that we have already thought through. Sometimes our thinking is not very good when we are forced to react quickly.
- That alternatives are ready to be put in place immediately.

We realize that we cannot specify, in detail, every possibility, but we can sketch a plan in order to better deal with the very unusual circumstances that this pandemic has created.

In the case of rapid increase in COVID-19 cases and the government or University of Regina mandate closures, we may be forced to remove students from their hybrid or in-person placements. Each student’s situation will be assessed individually. In fact, field supervisors and students should discuss and create their own contingency plan. This plan should specify what will happen if there is a sudden need to shift away from hybrid or in-person placements. In principle, all decision-making should unfold in partnership between the student, the field supervisor and the Placement Coordinator.

This contingency plan is to be used in the following situations:
- Agency closure due to the pandemic or a future virus outbreak
- Student becomes symptomatic and has to self-isolate
- Student has underlying health concerns which require them to self-isolate
- The Justice Studies Department decides that practicum placements should be completed using one of the below plans.

Students and field supervisors will adopt the contingency plan they formulate if students suddenly need to revert to remote working on their practicums. The student will work with their field supervisor to achieve the learning objectives outlined in the Remote Learning Plan (RLP) (see Appendix A). The plan should include a comprehensive outline of the learning activities students intend to engage in, what learning they hope to achieve through those activities and what arrangements are made for remote supervision. Following next are examples of alternative learning activities that can be completed off site in order to support students to meet their practicum goals.

The following are examples of other projects/activities the field supervisor can assign to the student in case of an abrupt halt to the in-person practicum:

a. If the student was working on a specific project prior to the abrupt end of their practicum, the student can continue the work from home. The student and Field Supervisor can determine a list of research outcomes pertaining to current projects that they would like to see after the student’s work is concluded. For example, the student can conduct research and write an evaluation of scholarly and professional articles that inform an agency’s practice (e.g., a SWOT Analysis).

b. The student can develop and compile best practices related to the work with the client system and agency setting. The student can discuss their findings with their Practicum Field Supervisor and identify resources that inform (or answer) the research question.

c. The student can research programs and services offered by other agencies who serve the same client population. The student can create a spread sheet/chart indicating the agencies’ names, contact persons and description of the services offered. This will be a Resource Manual that the placement agency can use, especially when making external referrals to other agencies/programs.

d. The student can conduct a literature review on the strengths, challenges and systemic factors impacting the clients and/or client group (i.e., barriers to accessing resources or community supports).

e. The student can explore municipal, provincial and federal policies that (could) impact their placement organization and/or the affected community with which they are working.

f. In the case of an advanced practicum student working with provincial and federal government agencies, the student can write a policy brief. The policy brief may give objective summaries of relevant research, suggest possible policy options, or go even further and argue for particular courses of action.

g. Alternatively, the student can write a letter to an editor about a policy issue impacting their practicum agency. As well, the student can complete an analysis of political parties’ plans for policy change.

h. The student can complete relevant webinars or education sessions related to their field (to learn and engage in conversation with experts) and report back to their supervisor.
i. The student can plan and participate in remote meetings, support groups, or other interventions (when possible).

Even though the student will be working remotely, it is expected that efforts will be made for them to continue attending their practicum agency’s meetings and receiving supervision virtually.

The following are important considerations if there is no student/supervisor contingency plan and there is a sudden need for students to transition away from in-person or hybrid placements to remote placements:

- Students who have successfully completed or reached at least 75% (JS490) or 70% (JS290) of their practicum hours, goals and grade, will receive a “pass” (P) grade.
- In the case where a student has not met the above targets, we will review each student’s situation on a case-by-case basis in conjunction with the field supervisor to determine the following:
  - the percentage of the student’s goals they have accomplished
  - what alternative project(s) the student can do remotely to complete their practicum (refer back to above list)
- Some students may be permitted to continue their placements into the next semester in order to finish their hours and meet their goals. This requires approval of the supervisor, the student and the Practicum Coordinator.
- Some students may decide that the placement opportunity is not for them due to the sense of risk, etc. and wish to withdraw during the semester. The Placement Coordinator and Justice Studies Department Head will work with Academic Advisors and UofR administration to support the student’s withdrawal from the course (either JS 290 or JS 490) with the least penalty possible and find alternative courses (likely in the next semester).
- In rare instances, some field supervisors might have to let a student go because they become buried in an overwhelming situation at their organization. In this case, the Placement Coordinator will work with the student, and possibly other Justice Studies faculty, to discern how best to support the student to complete their practicum (e.g. are there other opportunities in our communities, are there research projects that students could work on, etc.).
- There may be the development of special grades, such as what was created in the winter 2020 semester, for students who believe the pandemic negatively influenced their performance at their practicum. We are waiting for more information on this from the Associate Vice President (Academic).

In closing, this is an unusual time with extraordinary circumstances ... students’ practicum placements during the pandemic will not be “normal” and we all must acknowledge this. We also must commit to maximum flexibility during this time. Further though, it is also an incredible moment-in-time to learn about how the real world operates and how we believe it SHOULD operate because the pandemic has exposed innumerable justice issues!
Appendix A

Instructions for the Remote Learning Plan (RLP)

Please use the Justice Studies Department Remote Learn Plan (RLP) template (see below) to create your initial RLP and the Practicum Timesheet template to track your weekly activities progress and hours. A fully completed RLP and the Practicum Timesheet will need to be submitted with the student’s final practicum evaluation at the conclusion of the student’s practicum.

Learning activities and intended progress should be listed in the template by week using the columns provided and linked with its corresponding learning objective. The student might not work on every learning objective each week, they might achieve a learning objective before the end of the student’s placement, they might add new learning objectives throughout the practicum and they might not start on some learning objectives until after the midterm or the end of their practicum. Please make the template fit your situation including respective Project Areas, number of Learning Objectives per week, space and time required for your plan.

It is important that the student discuss the appropriate amount of time to designate to each of the projects they choose to work on throughout the Remote Learning Plan with their field supervisor.

The RLP week 1 starts at the point in time when the in-person practicum ended before adopting this plan. Each column in the chart on the next page in the RLP should be done in more detail and should be outlined showing progression in learning objectives with potential projects in a more general manner. During weekly or bi-weekly meetings, you may adjust your RLP in more detail as needed. At the midterm site visit due date, your RLP will need to be reviewed in more detail, updated and sent to your Practicum Coordinator via your UR Courses email.

Notes:

- After you shift to remote working, Weekly Progress Reports should be submitted to your Practicum Field Supervisor for feedback and a follow up phone or zoom conversation (use template).
- Your completed RLP and all weekly progress reports should be submitted with your final practicum evaluation.
- If you are able to transition to remote working from an in-person practicum with your supervisor, please ensure you have contacted your Practicum Coordinator for approval and plans for the new environment.

Acknowledgement: This RPL material was adapted with permission from The Faculty of Kinesiology and Health Studies (KHS), University of Regina.
Sample Practicum Remote Learning Plan (RLP)

Name: __________________________ Date: __________ Start Date of Practicum: ____________
Agency: ______________________ Supervisor Name(s): __________________________

List the number of hours completed before being removed from your in-person placement: ______

List Learning Objectives (1-5) and corresponding activities and evaluations (Use format from course examples; Objective, Activities, Evaluation):

**Sample**

**Goal #1: To understand my organization’s mandate in working with clients during the course of my practicum**

**ACTIVITIES**
- Review organization’s policy documents
- Schedule a planned meeting with my Field Supervisor
- Develop questions to ask my supervisor during weekly or bi-weekly meetings about the agency’s goals, vision and mission.

**EVALUATION**
- Practicum Field Supervisor assessment of knowledge and comments on skill and knowledge achievement

**Sample Template**

<table>
<thead>
<tr>
<th>Project Area</th>
<th>Process Goals/ Learning Objective Activities</th>
<th>Week 1 Date: Learning Activity</th>
<th>Week 2 Date: Learning Tasks</th>
<th>Week 3 Date: Learning Tasks (deliverables/due dates)</th>
<th>Week 4 Date: Learning Tasks (deliverables/due dates)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 1</strong></td>
<td>To Understand my organization’s mandate in working with clients during the course of my practicum.</td>
<td>Review of the organization’s policies and procedures</td>
<td>Read the organization’s policy and procedure manual and discuss this with my supervisor.</td>
<td>- submit weekly progress report and meet with supervisor remotely</td>
<td>- submit weekly progress report and meet with supervisor remotely</td>
</tr>
<tr>
<td><strong>Goal 2</strong></td>
<td>Build at least five professional networks during the course of my practicum.</td>
<td>Discuss goal two with my supervisor to direct me to the right people that I can network in or out of the organization</td>
<td>Schedule meetings with people potential networkability in the</td>
<td>Discuss my progress with my field supervisor</td>
<td>- submit weekly progress report and meet with supervisor remotely</td>
</tr>
<tr>
<td><strong>Goal 3</strong></td>
<td>Learn time management techniques</td>
<td>- Review various time management techniques - Plan and develop different time management techniques for clients</td>
<td>Observe field supervisor time management techniques and practices</td>
<td>Take notes of discussion with field supervisor on how to improve my time management skills - work with field supervisor to develop a time management skill for agency clients</td>
<td>- Provide weekly feedback to field supervisor on my progress.</td>
</tr>
</tbody>
</table>