ONLINE INTERNSHIPS AND FIELD PLACEMENTS - ANNOTATED

Allen, P., et al. (2010). ""Growing Your Own" Nursing Staff With a Collaborative Accelerated Second-Degree, Web-Based Program." Journal of Continuing Education in Nursing **41**(3): 118-122.

A viable approach to addressing the nursing shortage has been the advent of accelerated models of nursing education (205 programs in 2007) to produce new baccalaureate- prepared nurses. This article provides a brief description of an online accelerated second-degree program and the accelerated students, followed by a discussion of the important collaborative role that hospital educators provide, along with nursing faculty, in the development of coaches for students' clinical experiences. Graduates of the program report feeling well prepared for the clinical arena after participating in this 12-month coach-student-faculty triad. Employment opportunities after graduation in the student's assigned clinical facility have led to an exciting outcome of "growing your own" nursing staff. Timely communication remains important among students, faculty, coaches, and the health care facility. [ABSTRACT FROM AUTHOR]

Birkenmaier, J., et al. (2005). "Weaving a Web: The Use of Internet Technology in Field Education." Journal of Teaching in Social Work **25**(1-2): 3-19.

The use of Internet technology in social work education is increasingly being debated. This paper describes applications using two technological tools to enhance one school's field education program. The development and current use of these computer-based strategies for use in the classroom-based Integrative Seminars, as a method to orient students to practicum and to offer an on-line Integrative Seminar, are discussed. Also described is the development of an additional project: the use of video conferencing technology to conduct virtual site visits. Key features, implications for the adoption of this technology in other programs, and student and faculty evaluation data are presented.

Chapman, R. (2011). "Cybersupervision: Further Examination of Synchronous and Asynchronous Modalities in Counseling Practicum Supervision." Counselor Education & Supervision **50**(5): 298-313.

The authors used an intensive single-subject quantitative design to examine cybersupervision of counseling practicum students in a university setting. Five female supervisees volunteered to receive their required weekly supervision online during a 14-week, semester-long counseling practieum. Following a face-to-face orientation meeting, all remaining interactions among the supervisees and with the supervisor occurred electronically. Data were collected about the utility of the synchronous and asynchronous modalities, changes in supervisee competence and confidence during the practicum, and supervisee attitudes about the cybersupervision approach. The findings offered evidence that the web-based modality could be used in similar settings. [ABSTRACT FROM AUTHOR]

Coker, J. K., et al. (2002). "Cybersupervision in the First Practicum: Implications for Research and Practice." Guidance & Counseling **18**(1): 33-38.

Two studies were conducted on the use of technology in supervision with students during the first practicum. In the first study, counselling practicum students received online, text-chat, and chat-with-video supervision upon completion of an online test interpretation with undergraduate students. In the second study, counselling practicum students received alternating online; text-chat, and face-to-face supervision sessions. Results from both studies suggest that face-to-face supervision is still a preferred modality, but online modalities may provide a reasonable alternative when face-to-face supervision is not a viable option. Reprinted by permission of the publisher.

Frey, T. (2008). "Determining the Impact of Online Practicum Facilitation for Inservice Teachers." Journal of Technology and Teacher Education **16**(2): 181-210.

This study investigated the impact of a project-based graduate practicum experience that was facilitated online. The study investigated the effects of the online practicum experience by: (a) using quantitative data to assess the learning and professional growth of the practicum participants in comparison to a group of teachers that did not participate in the practicum experience, and (b) identifying the qualitative components of the practicum experience that facilitated successful completion and implementation of best practice teaching skills of the practicum participants. Findings indicated that teachers did change instructional practices as a result of the practicum experience, and identified three critical components of the online practicum: (a) use of meaningful learning activities, (b) collaborative learning communities, (c) structure of the practicum project. Effective use of these components can facilitate significant professional growth for inservice teachers engaged in online practicum experiences. Reprinted by permission of the publisher.

Guthrie, K. L. and H. McCracken (2010). "Reflective Pedagogy: Making Meaning in Experiential Based Online Courses." Journal of Educators Online **7**(2): 1-21.

The use of reflective pedagogies has long been considered critical to facilitating meaningful learning through experientially based curricula; however, the use of such methods has not been extensively explored as implemented in virtual environments. The study reviewed utilizes a combination of survey research and individual interviews to examine student perceptions of the meaningful learning which occurred as a result of their participation in two Web-based courses that utilized reflective pedagogies. One course focuses on topics related to service-learning and the second on placement-based internships. Both were instructed using online coursework based in reflective pedagogies to compliment on-site placements within local communities. [ABSTRACT FROM AUTHOR]

Heafner, T. L. and T. Petty (2010). "Observing Graduate Interns Remotely." Kappa Delta Pi Record **47**(1): 39-43.

While recent downsizing and layoffs have been devastating in many school districts across the nation, other areas of the country continue to face teacher shortages as they struggle to fill positions with highly qualified professionals. In these areas, the overwhelming need for teachers continues to grow, making it imperative for teacher preparation programs to find alternative means for licensing teachers and to seek innovative ways to attract and recruit second-career professionals to teaching. These goals require new approaches to current practices, course offerings, and program structures. One college of education at a large southern urban university is meeting these needs through a fully online teacher preparation program created to overcome geographic boundaries. The program is configured to reach high-needs, remote areas where teacher shortages are critical and to attract high-quality second-career STEM (Science, Technology, Engineering, and Math) professionals to the teaching profession. Innovative strategies and technology come together in this initiative for teacher training. The authors discuss the program called Remote Observation of Graduate Interns (ROGI) and explain its use and benefits. The impetus for creating this program as well as its components and experience are also discussed.

Jiyoon, Y. (2008). "Cyber practicum: A future practicum classroom." British Journal of Educational Technology **39**(1): 163-165.

The article offers a solution to the difficulties of placing teaching students in schools for practicums. Teacher education institutions require teaching candidates to have practical experience in a school setting, but often there are difficulties in finding schools in which to place candidates and finding teachers at those schools who will cooperate with instructing the teaching candidates. The author offers a solution described as the Cyber Practicum, a three-dimensional classroom simulation on the Internet. The Cyber Practicum would allow teaching candidates to design their classroom, create avatars, develop lessons, and teach. The simulation involves online chat rooms, a three-dimensional- (virtual reality) themed chat room, and a virtual learning environment.

Jokelainen, M., et al. (2011). "A systematic review of mentoring nursing students in clinical placements." Journal of Clinical Nursing **20**(19/20): 2854-2867.

Aim and objective. This systematic review describes mentoring of nursing students in clinical placements. Background. Mentoring in nursing has been widely investigated, but mentoring among students has remained vague. There is no universal agreement on student mentoring in nursing placements; therefore, mentoring approaches vary. A unified description of student mentoring is needed to ensure the quality of placement learning in nursing organisations. Design. Systematic review. Method. The data were collected from nursing research articles over 20 years (1986-2006). The articles ( n = 23) were analysed using inductive content analysis. Results. Mentoring of nursing students in clinical placements was described according to two themes: (1) facilitating nursing students' learning by creating supportive learning environments and enabling students' individual learning processes, (2) strengthening students' professionalism by empowering the development of their professional attributes and identities and enhancing attainment of students' professional competence in nursing. Discussion. This description of student mentoring in nursing clinical placements integrates environmental, collegial, pedagogical and clinical attributes. To ensure effective student mentoring, an individual mutual relationship is important, but also essential is organisation and management to provide adequate resources and systematic preparation for mentors. Conclusions. The description of student mentoring needs to be systematically reviewed to reflect changes in nursing and education and compared within related concepts to achieve and maintain a workable description. A clear and systematic strategy for student mentoring in nursing organisations could be one opportunity to enhance recruitment of nursing students to the workforce. Relevance to clinical practice. A unified description of student mentoring will help improve the quality of placement learning opportunities and support for students, also for exchange students. A clear description of student mentoring enables the development of systematic provisions for mentoring of nursing students in placements and adequate mentor preparation programmes for nurses. [ABSTRACT FROM AUTHOR]

Lewis, L. A., et al. (2011). "Virtual Communities of Practice: Bridging Research and Practice Using Web 2.0." Journal of Educational Technology Systems **39**(2): 155-161.

A significant dilemma for the health and human service professions continues to be the question of how best to bridge the divide between academic research and practice. Communities of practice have traditionally been a vehicle for collaborative research and for information exchange (Moore, 2008). Through collaboration, communities of practice have the ability to disseminate knowledge and transmit best practices in these disciplines (Barry, 2007). However, organizational constraints on time can impose barriers to professional partnerships (i.e., Le May, Mulhall, & Alexander, 1998). Increasingly restrictive research agendas of faculty pose an additional barrier (Colbeck, 2000). Web 2.0 technologies may offer a solution to this challenge. According to Boulos and Wheeler (2007), Web 2.0 technologies "represent a quite revolutionary way of managing and repurposing/remixing online information and knowledge repositories, including clinical and research information, in comparison with the traditional Web 1.0 model" (p. 2). Also, a greater repository of information among communities of practice can be generated via new technology (Kok, 2006). This article describes a virtual community of practice developed through a partnership between the University at Buffalo School of Social Work and the University at Buffalo Teaching and Learning Center. A participatory process that included stakeholder input through use of surveys and focus groups was employed. A definition of community of practice is presented, and the five stages of development of communities of practice as outlined by Wenger, McDermott, and Snyder (2002) is applied to the current example. The utility of an online social networking tool for creating professional partnerships and for knowledge dissemination is explored. Barriers to implementation are expounded. (Contains 3 tables.)

Low, S. (2008). "Supporting student learning during physical therapist student internships using online technology." Journal of Physical Therapy Education **22**(1): 75-82.

Background and Purpose. All students enrolled in physical therapist (PT) graduate programs are required to complete full-time clinical internships. The intern-ships are synchronized so that all students in a cohort are off campus at the same time and are isolated from sharing learning experiences with their fellow class-mates. The purpose of this project was to describe the development implementation and evaluation of a Web-based pro-gram that supports student learning and critical-thinking (CT) skills during PT students' clinical internships.

Maciel, D. T., et al. (2009). "Moodle platform for online tutoring during internships." Medical Education **43**(11): 1113-1114.

An abstract of the study "A Virtual Orthopaedic Hospital: Feedback on Student Acceptance," by Markus Wünschel, Nikolaus Wülker & Torsten Kluba is presented.

Maidment, J. (2006). "Using On-line Delivery to Support Students during Practicum Placements." Australian Social Work **59**(1): 47-55.

Finding ways to effectively support students while on placement remains a continuing endeavour for those who teach in professional education programmes. In The present paper, the multiple challenges and learning opportunities that social work students encounter during practicum learning will be discussed. Next, drawing from constructivist pedagogy and using authentic examples from an online discussion board, ways to supplement the support and educational input provided to students on placement will be demonstrated. Finally, some of the risks and limitations in engaging with on-line delivery are examined with the view to understanding how e-learning can be facilitated most effectively for students during the practicum. [ABSTRACT FROM AUTHOR]

Meyer, C. F. (2010). "Practicum Observations 100 Miles Away: The Success Story of an Online Practicum." National Social Science Journal **35**(1): 93-96.

The article examines the concept of the shift of Teacher Preparation programs from traditional onsite programs to distant learning programs at Marshall University Graduate College in West Virginia. It notes that attracting students supports the significance of Distance Learning delivery systems. It points out that the primary principles of learning should be considered in cyberspace highway. It points out that different learning styles have different learning modalities. It explains that these delivery systems may be suitable to particular learners, but might not fit to the others.

Miller, L. C., et al. (2008). "E-Mentoring in Public Health Nursing Practice." Journal of Continuing Education in Nursing **39**(9): 394-399.

Attrition in the public health nursing work force combined with a lack of faculty to teach public health prompted development of a "long-distance" learning project. Practicing associate degree nurses enrolled in an online course in population-based practice worked with experienced public health nurse "e-mentors." Student-mentor pairs worked through course assignments, shared public health nursing experiences, and problem-solved real-time public health issues. Nursing faculty served as coordinators for student learning and mentor support. Over 3 years, 38 student-mentor pairs participated in the project. Students reported they valued the expertise and guidance of their mentors. Likewise, mentors gained confidence in their practice and abilities to mentor. Issues related to distance learning and e-mentoring centered around use of technology and adequate time to communicate with one another. E-mentoring is a viable strategy to connect nurses to a learning, sharing environment while crossing the barriers of distance, agency isolation, and busy schedules. [ABSTRACT FROM AUTHOR]

Rambo-Igney, B. C. and T. M. Brinthaupt (2008). "Best Practices of College Teaching Connect with Hybrid Online Instruction in Counselor Education." Journal of Technology in Counseling **5**(1): 18-18.

This study describes the development of a hybrid (combined online and face-to-face) skills-based Pre-Practicum course and a hybrid content-based Organization and Administration of School Counseling Services course. In addition, we examined the perspectives of 27 Professional Counseling graduate students enrolled in these courses. Student evaluations of both courses were uniformly favorable, and the data suggested that the course designs facilitated best practices in college teaching. Implications for counselor education are discussed. [ABSTRACT FROM AUTHOR]

Reynolds, S. and P. Fell (2011). "The effect of e-learning on student placement in the community." Primary Health Care **21**(5): 28-32.

Mentoring students on community placements is an intensive process as they spend the entire placement shadowing their mentor. This article reflects the experiences of one community trust in designing and implementing an e-learning educational package for the community clinical placement in partnership with a local university. The project aimed to maximise learning opportunities by providing a more flexible approach to placement learning, enabling students to access online resources and learning activities independently or with their mentor, and to provide a resource for mentors. The article examines whether blended e-learning - a mix of online and one-to-one placement mentorship - can improve students' ability to learn independently and bridge the communication gap for mentors, while freeing up time for mentors to carry out documentation and data entry. It will also consider if blended e-learning offers a practical solution to shortages in placement capacity. INSET: Learning in practice. [ABSTRACT FROM AUTHOR]

Wolfson, G. K., et al. (2005). "Changing the Nature of the Discourse: Teaching Field Seminars Online." Journal of Social Work Education **41**(2): 355-361.

This study examines the benefits and challenges of using distributed learning methods for teaching field practice seminars. Over a 3-year period (2000 through 2002), both in-class and online sections were evaluated in terms of meeting learning objectives and student satisfaction with the learning environment. Due to the small number of students involved each year, a combination of quantitative and qualitative methods was used. As a result of the findings, the decision was made to offer the 4th-year practicum seminar exclusively online. This article reviews the issues, benefits, and constraints of teaching field practice seminars online. Reprinted by permission of the publisher.

Yozwiak, J. A., et al. (2010). "Videoconferencing at Psychology Internships: Interns’ Perceptions of Interactive Television Experiences and Prospects." Journal of Clinical Psychology in Medical Settings **17**(3): 238-248.

This article reviews the use and perceptions of videoconferencing in psychology internship training from the perspective of interns. Videoconferencing offers a means of expanding training beyond conventional on-site models. Psychology interns completed an online survey about their experiences with videoconferencing and perspectives of its impact on training. Most participants encountered it in their didactics. Some used it for supervision or other purposes. Interns’ perspectives were complex, with videoconferencing seen as supporting learning similar to conventional training in some ways, yet as less desirable overall. Direct comparisons between videoconferencing and on-site training revealed interns perceived videoconferencing as somewhat less effective, and as deleteriously affecting learning dynamics. Challenges and potential benefits of incorporating videoconferencing into psychology internship training were identified. Potential benefits include augmenting available internship training and increasing rural sites’ access to training. [ABSTRACT FROM AUTHOR]