

EL WrapAround Supervisor Guide: Online Modules and Reflection Form



STUDENT AFFAIRS
Career Services

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Overview of the EL WrapAround

Adding an Experiential Learning framework to existing on-campus work and volunteer student roles is an important opportunity for students to develop essential skills and knowledge that complement their academic degrees and help prepare them to have impact in their future careers. With the support of trained supervisors, students can reflect on the skills they are developing and how these experiences are contributing to their career development. Supporting Experiential Learning in these contexts is an important way to meet the University's goal of providing students with opportunities to expand their knowledge and experience personal growth through reflective thinking and co-curricular involvement.

By creating and facilitating student reflection and dialogue in the workplace, supervisors help students make deeper connections to the workplace, increasing their investment in the experience. This in turn produces higher quality work, and students are found to be more committed to their role and the university. The Experiential Learning WrapAround requires only a minimal additional investment of your time to make a significant impact on students' learning and professional development. Thank you for being a part of this initiative – you are making a significant difference for our students.

Online Format, SDGs and Reflection on Impact

Students are asked to complete an online module and an online reflection form at the beginning of their role and again at the end of their role.

- [EL WrapAround Module 1](#)
- [EL WrapAround Module 2](#)
- [EL WrapAround Reflection Form](#)

All aspects of the EL Wrap Around will be completed via online links with no student or staff logins required. The EL Hub will monitor the online form workflow and will assist staff and students with any technical difficulties. You can reach out to the el.hub@queensu.ca to enquire about what stage a student has reached in the process (i.e. started the form but not submitted).

As a reminder, we are using the United Nations Sustainable Development Goals (SDGs) as a mechanism to support student reflection on the impact they are having in their roles. Students are introduced to the SDGs in Module 1 and provided with more examples and guided reflection on the relationship between their role and the SDGs in Module 2. There is one SDG-specific reflection question (optional) on Part 2 of the EL WrapAround form. For more information about Queen's and the SDGs visit the [Advancing Social Impact website](#) and the [Queen's Career Guide for the UN SDGs](#)

Process

Complete the following process with your students throughout their role to support their experiential learning and skills development:

Step 1: Beginning of Role

1. Share link to 'EL WrapAround Module 1' with students (use standard email in following section of this guide)
2. Students work through Module 1 (approx. 20-30 min)

3. Students fill out online 'EL WrapAround Reflection Form' in Cognito – email notification automatically sent to supervisor
4. Supervisor receives email from Cognito with a link to the form; reviews form and discusses skill development goals with student
5. Supervisor signs form. A PDF version of completed form is automatically sent to student and supervisor via the Cognito email notification system.

Step 2: Throughout the Role

Provide ongoing coaching and support to help the students be successful in their role and in reference to skills selected in Part 1

Step 3: Towards the end of the Role

1. Share link to 'EL WrapAround Module 2' with students (use standard email in the following section of this guide)
2. Students work through Module 2 (approx. 20-30 min)
3. Students fill out online EL WrapAround Reflection Form in Cognito
4. Supervisor receives email notification from Cognito with link to form; reviews form and discusses reflections with student
5. Supervisor signs form; PDF version of completed form automatically sent to student and supervisor

Returning Students

If you are supervising a student who has completed the EL WrapAround modules as part of a previous role at Queen's, we recommend giving them the option to either re-do the modules, OR go straight to the EL WrapAround form. If going straight to the online form, please provide the student with the direct link to the form:

https://www.cognitoforms.com/SmithEngineering1/_2627ELWrapAroundReflectionForm2

Supporting Student Reflection

To help you support student reflection throughout their role, we recommend the following:

- ☐ Familiarize yourself with module content

- ☐ Review the [Queen's Skills Cards](#) so that you are familiar with the skills students will list on their reflection form
- ☐ When possible, meet with your students to discuss skill development
 - 1 x at beginning of role (review Part 1 of Reflection Form, discuss skills chosen and development plan, sign off)
 - 1 x mid-point (discuss progress on skill development; identify new tasks / skills required)
 - 1 x end of role (debrief Part 2 of the Reflection Form, share insights into the impact they've had in the role)
- ☐ Refer students to Career Services for more in-depth career development conversations
- ☐ Reach out to the EL Hub if you're interested in student workshops or supervisor supports

Email prompt to complete Part 1 of EL WrapAround - Beginning of Role

Note to Supervisors: Once students have started their role, copy/paste the following content and send as an email to all students under your supervision who will be completing the EL WrapAround process. Remember to update content with **yellow highlight** to reflect the specifics of the role/department and personalize/edit the email content where needed.

Subject: Get the Most from Your Role: Complete Part 1 of the EL WrapAround

Dear **(student role/title/group)**,

You're about to begin the Queen's Experiential Learning (EL) WrapAround - a simple, two-part process designed to help you get the most out of your on-campus work or volunteer role.

Why it matters:

- You'll start by setting **personalized skills development goals** so your work here helps you grow in ways that matter to you.
- You'll finish with a **clear record of your achievements**, which can be turned into **resume bullet points, LinkedIn updates, and interview talking points.**
- Your supervisor will also keep a copy, so if you ever ask them for a **reference** for a job, grad school, or award, they'll have detailed examples ready to highlight your strengths.
- **Career Services** can help you use your reflection to prepare polished application materials, practice interview answers, and connect your role to your future goals.

Step 1 – Beginning of the Role

Complete “[Experiential Learning WrapAround Module 1](#)” At the end of the module, you’ll fill out *Part 1 of the EL WrapAround Reflection Form* (online via Cognito).

You’ll:

- Enter your supervisor’s email address
- Select your program (i.e. Work-Study, SWEP, Other)
- Fill out a skills development chart

Once you hit “Submit,” your supervisor will receive a copy, review it, and set up a meeting to discuss your goals.

Step 2 – End of Role

Near the end of your role, you’ll complete Module 2 of the EL WrapAround and Part 2 of the Reflection Form, focusing on your impact and what you’ve learned. Your supervisor will again receive a copy and meet with you to discuss your reflections. Each part of the process should take **about 30–45 minutes**.

Smith Engineering is supporting the transition to an online form with Cognito software. You may see “Smith Engineering” in the URL and receive Cognito emails from Engineering addresses.

The EL Hub monitors submissions, so **reach out to el.hub@queensu.ca or your supervisor with any questions**.

When you’re ready, click here to access [Module 1](#) and start setting yourself up for success, both now and in the future.

(Supervisor sign-off)

Email prompt to complete Part 2 of EL WrapAround – Near End of Role

Note to Supervisors: When students are nearing the end of their role, copy/paste the following content and send as an email to all students who completed Part 1 of the EL WrapAround. Remember to update content with **yellow highlight** to reflect the specifics of the role/department and personalize/edit the email content where needed.

Subject: Capture Your Impact – Complete Part 2 of the EL WrapAround

Dear (**student role/title/group**),

Congratulations, you're nearing the end of your role!

Now it's time for the final step in the EL WrapAround: **Module 2** and **Part 2 of your Reflection Form**.

Why it matters:

- You'll create a **clear record of your achievements**, with concrete examples of the skills you've developed.
- You can turn your reflection directly into **resume bullet points, LinkedIn updates, and interview talking points**.
- Your supervisor will keep a copy, making it easier for them to write you a strong, detailed **reference letter** for future jobs, grad school, or awards.
- You can bring your reflection to [Career Services](#) to get help polishing your application materials, practicing interviews, and identifying your next steps.

What to do now:

1. Complete [EL WrapAround Module 2](#).
2. At the end of the module, open the EL WrapAround Reflection Form and **select 'Part 2'**.
3. Submit the form – your supervisor will get a copy and schedule a time with you to discuss your reflections.

The EL Hub monitors all submissions. If you have questions or run into issues, email el.hub@queensu.ca.

When you're ready to get started, click here to access [Module 2](#) and finish strong by capturing your impact for the future.

(Supervisor sign-off)

Tipsheet: Guiding Student Reflection

The following tipsheet supports supervisors as they guide student reflection throughout the EL WrapAround process.

Initial Conversations: Part 1 of the EL WrapAround

Once the student has completed Part 1 of the EL WrapAround reflection form, we recommend that you book a 1-1 meeting (this can also be facilitated in small groups) to review the form and ensure the student has chosen skills that align with the tasks they'll be performing. This meeting creates an opportunity to revisit the job description, learn more about the student's broader career goals, and explore the potential for new tasks or projects that may not have been listed in the job description (**if applicable*).

The following questions can guide your initial conversation:

- What interests you most about this position?
- What are you hoping to learn during your time in this department?
- Have you engaged in reflection on your skill development in past roles? If yes, what worked well for you? What was challenging about the process?
- In the skills you've listed in Part 1 of the reflection form, which ones are you proficient in? Which ones will you need more support in using and developing? Do you have ideas for how I can support you?
- What type of impact do you hope to have through this role? How can I support you in meeting those goals?
- Do you have any initial ideas for projects or tasks that will relate to this role (**if applicable*)?

At the end of your conversation, consider your department's capacity and resources to support the student's skill development. Help the student identify other forms of support and resources (i.e. staff, online training, PD opportunities) for skill development. Remind the student that as part of the EL WrapAround, you will revisit the skills conversation at the end of their experience with your department.

Mid-Point Check-in

If time and supervision structures permit, it is helpful to schedule a midpoint check-in with the student. In this check-in, the goal of the conversation is to discuss the student's skill development in relation to the job tasks and their broader career development goals (rather than performance evaluation). It's a chance for students to reflect on the skills they chose in Part 1 of the EL WrapAround process and to consider if these are still the right skills to be focused on, and if not, what additional skills might they intentionally want to develop in the remainder of their time in the role.

Final Conversation: Part 2 of the EL WrapAround

Once the student has completed Part 2 of the EL WrapAround reflection form, we recommend that you book a final 1-1 meeting (this can also be facilitated in small groups) to discuss their responses to the final reflection questions. During this meeting you can learn more from the student about the skills that were most useful in accomplishing their goals in the role, and the types of strategies they used to develop those skills. This can be an important time for you to share your observations about *how* students used and developed skills and help them articulate the impact they've had, including any connections to the SDGs.

The following questions can guide your final conversation:

- Did you develop any skills that you weren't originally expecting to?
- Were there certain tasks or elements of a project you enjoyed more than others? Is there a relationship between the skills required to carry out those tasks and what you liked or disliked about the task/project?
- Were there certain tasks or elements of the project that you found draining? Or ones you find energizing?
- As you reflect on the skills you developed, tasks you liked or disliked, and ones you found energizing vs draining, what does this tell you about the type of work or career you'd like to pursue in the future?
- How do you think your work supported the broader goals of the department or the University?
- If you were to tell someone about your experience in this role, what would you emphasize?

- What supports were most useful in helping you achieve your skill development goals during this experience?

General Strategies for Guiding Reflection

Prepare the Reflection Environment

- ☐ Create a welcoming environment that is private if possible and free of distractions.
- ☐ Share your thoughts on the importance of reflection and how you hope to engage in the process collectively.

Listen

- ☐ Silence is okay – it allows students time to think and creates space for them to speak.
- ☐ Listen carefully when the student is talking and use things they have mentioned to draw them into other aspects you may be speaking about.
- ☐ Use small vocalizations (such as mhmm, yes, okay) and body language (small nods, gestures) to encourage the student to continue speaking or to guide the conversation.
- ☐ Provide positive reinforcement when student provides insights.
- ☐ Pay attention to aspects of the job students are saying they liked or disliked, (body language can also tell this), ask them to describe these in more detail.

Guide

- ☐ Use open ended questions to encourage dialogue (ex. How did you use time management in this role?)
- ☐ Normalize uncertainty, change and learning along the way. Encourage students to view challenges as opportunities for growth rather than failures.
- ☐ Model reflection by sharing your own experiences with skill development.
- ☐ When possible, help students connect their experience to broader academic, career, or personal development goals.
- ☐ Check in with the student at the end of each conversation to see if there is anything else they want to discuss.