

FACILITATING REMOTE WORK

TIPS FOR INTERNSHIP, SERVICE LEARNING, AND PRACTICA FACULTY AND STAFF



Much has changed on campus and in our local community during the ongoing COVID-19 public health crisis. But what has not changed is that our community partners have needs—in some cases more than ever. As well, our students have important knowledge and skills that they seek to further develop. Faculty and campus staff can play an important role in facilitating this mutually beneficial exchange—even when it will most likely occur remotely.

To help you accomplish this successfully, we start with key steps to make a solid match with a community site. We also offer tips for facilitating remote experiential placements for students. To help you advocate for and coordinate student work, we provide examples of work that can be done well remotely and that can pave the way to productive collaborations. Finally, we offer resources to gather additional assistance and support.

STEPS TO MATCHING WITH A COMMUNITY SITE

- ▶ Identify whether the community site complements students' coursework or degree objectives
- ▶ Understand the needs of community sites and recognize these needs may have changed since your last contact with them
- ▶ Have a conversation with community sites about their new needs. Questions to consider asking:
 - ▶ *In the past, I know our students have worked with you on [project]. I am wondering if [project] is still your priority or if your focus has shifted to other projects? Is there an opportunity for students to support this work remotely?*
 - ▶ *What type of remote work or projects do you need assistance with now?*
 - ▶ *Do you have additional needs that have emerged due to recent events or other emergent social justice issues?*

FACILITATING REMOTE EXPERIENTIAL PLACEMENTS WITH STUDENTS

- ▶ Help identify the type of work and community sites related to students' professional goals. Questions to ask students:
 - ▶ *What are your professional goals?*
 - ▶ *What type of work do you think will help you take the next step towards your career?*
 - ▶ *What types of skills and experiences are you wanting to gain in the community?*
- ▶ Identify skills students have that could be applied to support their community sites remotely
- ▶ Ensure students understand the connection between their coursework and experiential placements
- ▶ Recognize students' capacity to complete work remotely. Questions to ask students:
 - ▶ *Are there any limitations or challenges you anticipate that might affect you successfully working with a site remotely? (e.g., technology, scheduling). [This might be an appropriate time for instructors to mention to students any special site requirements such as background checks, fingerprinting, etc.]*
 - ▶ *Is there any support you will need to be prepared to complete this work assignment?*

EXAMPLES OF REMOTE EXPERIENTIAL WORK FOR STUDENTS UNABLE TO BE ON-SITE

VIRTUAL WORKSHOP & EVENT SUPPORT

- ▶ Provide training and technical support during events
- ▶ Prepare presentation materials
- ▶ Monitor online chats and help answer questions

COMMUNICATIONS & MARKETING

- ▶ Design a virtual newsletter for site's target audience
- ▶ Develop social media content (e.g., activities, tips on topics, public service announcements)
- ▶ Translate resources and materials to languages other than English; edit resources to be culturally sensitive
- ▶ Create visuals, graphics, or flyers
- ▶ Develop content for websites

RESEARCH

- ▶ Investigate evidence-based practices to incorporate into service provision (e.g., parenting practices)
- ▶ Help prepare grant applications (e.g., identification of opportunities, writing, data analysis)
- ▶ Complete data entry and coding for organizational surveys

RESOURCE DEVELOPMENT FOR POPULATIONS SERVED

- ▶ Identify community resources for residents; connect residents to resources in the community
- ▶ Help residents locate food banks or government resources (e.g., WIC office)
- ▶ Compile recipes and nutrition guides for residents

DIRECT BUT VIRTUAL SERVICE PROVISION

- ▶ Provide one-on-one tutoring, mentoring, or reading with youth (e.g., virtual story time and activities via video conferencing software)
- ▶ Facilitate resident support groups via video conferencing software
- ▶ Conduct social calls and wellness checks with residents

ADDITIONAL RESOURCES

CSULB CENTER FOR COMMUNITY ENGAGEMENT
CSULB.EDU/CCE

CSULB CAREER DEVELOPMENT CENTER
CAREERS.CSULB.EDU/

DR. BETH MANKE
INTERIM DEAN FOR STUDENT SUCCESS
CSULB-HIP@CSULB.EDU

We also encourage you to contact your relevant department or college-based internship offices.



AUDREY SUTTON

Film & Electronic Arts major filming for her internship at Ground Education

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