

TWO EXAMPLES OF BACK-UP PLANS

EXAMPLE 1

A STUDENT's Back-up plan in case there is a transition from an in-person internship experience to a "stay at home" internship experience

- The Boys and Girls club is currently doing "cyber-club," which happens virtually through zoom three days a week. Each of these zoom meetings has a different activity for the children to do, which keeps the engagement going through club, even though it's in a different format. They also have tutoring sessions that are taking place to help those kids who need the extra help with homework but aren't getting those resources at home. They have also been doing activities through social media to keep the children engaged. If we were to still be in the safer at home order and I would not be able to do my internship in person; our back up plan is to have me start running some of the weekly activities that are run through the zoom chats, which includes dropping off food and other materials needed at the homes of those children. I will also help tutor kids that need help with homework and engage through other social media activities. I will also help my supervisor through the behind the scenes by helping create and work out plans for down the road and coming up with changes or new ideas to help better reach and interact with the kids virtually.

What will be different and what will be the same?

- I will no longer be working with the social worker on behavior forms, and the way I interact with the kids will not be the same. However, we are still going to make sure I am interacting with the kids and running as many programs as I can to help keep the kids engaged and supported.

What support and communication will you receive from your site supervisor?

- My supervisor has made sure to keep in communication with me throughout this entire process, from meetings and emails to now zoom sessions. I know that no matter what change will occur, there will be some form of communication that will keep me updated on what is going on as well as any information that I receive gets directly sent her way. Through this entire process, my supervisor has helped as much as she can to answer any questions that can be answered, which makes me feel very supported during this unknown time.

EXAMPLE 2

SITE-SUPERVISOR's Back-up Plans for a group of interns, in case there is a transition from an in-person internship experience to a "stay at home" internship experience:

Plan A: Both parenting programs would run for one eight-week cycle only in the Fall-starting in the third or fourth week of September. This change is more obvious for ACT-RSK, which historically has run twice each semester. This would allow new students who are accepted into the internship to go through orientation when they return to campus in September. The size of each team (8-9) would be smaller, and the numbers of children and parents registering would also be smaller. For those students seeking

this internship for credit, each program would provide between 30-40 hours, assuming interns missed no sessions and participated in some program development work (see below). The reason for the smaller size of each team is clear when reading Plan B.

Plan B: In the event that the COVID19 problem persists or starts up again in the fall, and programs were either canceled or not allowed to start, students would be engaged in doing research and content development for the three different categories:

- Volume III of the Children's Program Manual focusing on creating a document (recipe book) that provided quick reference for current and future ACT-RSK children's programs at ACT-RSK programs around the world.
- Development of information and resource packets for each week that gives parents an outline of activities that their children can do while they are participating in the 1.5-2 hour ACT program online.
- Ongoing development of content for creating a digital platform of high-quality parenting information for Gundersen to make available to parents. There are two main categories: Common Parenting Topics: Examples include: What is discipline?, pros and cons of time outs, modeling empathy, teaching patience, reducing screen time, defining quality time, basics of child development, emotional regulation...it is actually a long list. The second category are topics unique to a specific group. Common examples would include: Talking with children about incarcerated parents, grandparents raising grandchildren, a good divorce, effects of a bad divorce on children, helping your child who is bullied, helping your child who engages in bullying, talking with your child about grief, moving, sex, etc. This is also a long list. This doesn't even cover the teen topics of talking with kids about sex, gender identity, substances, screen time, relationship etc.

What I would have each intern do is work on one or several of these topics to develop the content, research the evidence base, fact check and help prepare the topic for use in our future digital world. I wish I could tell you how this will look. I envision audio-recordings of a podcast nature. Or well written and tightly edited bullet points and FAQ sheets for parents to be directed to online. The goal would be to create the important parenting information that our primary care providers could direct parents to-much like they do with our bullying prevention website.