



# The Virtual Internship

The Judicial Branch  
**Experiential  
Learning Programs**

External Affairs Division



# Background and Syllabus for the Judicial Branch's Virtual Internship

## Background

Due to the uncertainty caused by COVID-19 and the fact that college students are not able to receive the traditional onsite internship experience, the Judicial Branch is offering students the opportunity to participate in a 10-week, 80 hour virtual internship this Fall.

## Objective

To provide students with the opportunity to learn about the important role that the Judicial Branch plays in our democracy.

## Dates

The internship will begin on Monday, September 14, 2020, and will end on Friday, November 20, 2020.

## Hours

Interns are expected to work 8 hours each week, for a total of 80 hours.

## Requirements

To be eligible for this program, students must:

- Be enrolled in an institution of higher education and recommended by a representative of the institution to participate in the internship
- Be taking the internship for credit
- Be available to attend the interactive presentations (see list of dates at the end of the syllabus)
- Have access to a computer with a microphone and camera, and with high speed Internet access

## Activities

The first week will consist of an intern orientation. Beginning on week two, there will be weekly learning modules that will focus on a specific function of the criminal judicial system. Each module will consist of a two-hour (or more) online presentation with an employee providing an overview of his/her function, how his/her position fits within the judicial system and the tasks he/she performs. There will also be the opportunity for the students to ask questions of the employees. These presentations will be conducted via Microsoft Teams. Additionally, interns may be expected to participate in presentations on some Tuesdays, Wednesdays and Fridays. A list of these dates and times is included at the end of the syllabus. Finally, students will be directed to view other training videos related to the specific module and to complete specific assignments.

## Program

Please note that this syllabus is subject to change.

# Syllabus

## Week 1: Sept. 14-18 | Intern Orientation

The internship will start with an Interactive presentation via Microsoft Teams on Monday, September 14 from 9 a.m. to 1 p.m. Melissa Farley, Executive Director of the External Affairs Division, will welcome the students and Paul Bourdoulous, Director of Support Enforcement, will provide remarks. Juana Brown and Trecia Austin, intern coordinators, will discuss program requirements, conduct and confidentiality, Judicial Branch policies, the intern portal, the Learning Management System (LMS), program evaluations and end of semester tasks. Additionally, Donna Benoit, Program Manager for the Employee Education and Development Unit, will facilitate a presentation on “The Multigenerational Workplace.”

Students will participate in an interactive presentation via Microsoft Teams on Wednesday, September 16 from 9 a.m. to 11 a.m. on sexual harassment conducted by Catherine Mazur, Court Planner. Students are required to read information about sexual harassment awareness prior to this presentation.

Students will also be required to take the following courses available on the Branch’s Learning Management System (LMS).

### Online classes

1. Essentials of Justice
2. Prison Rape Elimination Act Refresher
3. Securing the Human – Security Awareness Training
4. Ethics in the Workplace
5. Emotional Responses to Workplace Change
6. Power of Positivity

Finally, students will be required to write a journal entry (250 words) on the following topic: *What I hope to get out of my internship with the Judicial Branch.*

Optional: Students may participate in an optional lunch bag feedback session with one of the intern coordinators on Friday, September 18, 2020 from 12 noon to 1 p.m. via Microsoft Teams.

### Deliverables due on Friday, September 18 at 5 p.m.

- Take all five courses in LMS and complete necessary assignments in LMS
- Write a 250 word journal entry on the following topic: *What I hope to get out of my internship with the Judicial Branch.*

## Week 2: Sept. 21-25 | Adult Probation

This week will start with an Interactive presentation on Microsoft Teams on Monday, September 21, 2020, from 9 a.m. to 11 a.m. with Mikisha Bellamy, Chief Probation Officer and LaTira Nesmith, Adult Probation Officer II of the Court Support Services Division's Training Academy. They will provide an overview of adult probation, how adult probation officers effectively monitor sex offenders, how they motivate and engage clients and the purpose of pre-sentence investigations. This interactive training will include a review of the core components of the Pre-Sentence Investigation and will include hands-on activities for optimum applicability of theory, policy and practice. After attending this training students will write a Pre-Sentence Investigation after identifying:

- The consumers and components of Pre-Sentence Investigation reports
- Court documents necessary to begin the Investigation

The students will get a short break and will join the same Microsoft Teams meeting on Monday, September 21, 2020, from 11:15 a.m. to 1:15 p.m. conducted by Mikisha Bellamy, Chief Probation Officer and Meghan Korn, Juvenile Matters Supervisor. The presentation is entitled "Frameworks – Principles of Effective Interventions for Working with Clients," and will include information about the community network of providers and an overview of their services available for adult probationers.

Students will participate in an interactive presentation on Wednesday, September 23, from 9 a.m. to 11 a.m. conducted by Brian Coco, Quality Assurance Coach/Trainer with Community Solutions Inc. Mr. Coco will provide an overview of Level of Service Inventory (LSI): an initial intake instrument administered by an adult probation officer or intake assistant and the Adult Substance Use Survey; a self-report instrument measuring substance use and problems often associated with substance use.

Optional: Students may participate in an optional lunch bag feedback session with one of the intern coordinators on Friday, September 25, 2020 from 12 noon to 1 p.m. via Microsoft Teams.

### **Deliverables due on Friday, September 25 at 5 p.m.**

- The Pre-Sentence investigation report

## Week 3: Sept. 28 – Oct. 2 | The Role of Bail Commissioners in the Criminal Justice System

This week will begin with an interactive presentation on Monday, September 28, 2020, from 9 a.m. to 1 p.m. with Betzalie Colon, Supervising IAR Specialist, who will provide an overview of bail services. She will also discuss the validated risk assessment tool that bail commissioners use when setting bail. The students will have the opportunity to use this tool to set bail on a case that is presented. Students will also have the opportunity to participate in mock intake interviews. Finally, the students will have the opportunity to ask questions.

**Observe arraignments:** Students will observe at least 1.5 hours of arraignments. The students will be asked to complete a list of questions related to the arraignment process.

continued

**Research:** Students will conduct research and will write an essay (750 words) on the following topic: *Understanding that the purpose of bail is to set the minimum requirements to ensure that defendants appear in court for their hearing, what factors do you believe that bail commissioners should use when determining the appropriate bond and why?* Please cite at least three sources.

**Optional:** Students may participate in an optional lunch bag feedback session with one of the intern coordinators on Friday, October 2, 2020 from 12 noon to 1 p.m. via Microsoft Teams.

**Deliverables due on Friday, October 2 at 5 p.m.**

- Complete the questions on arraignments
- Draft a 750 word essay as described above

**Deliverables due by Monday, October 5 before 9 a.m.**

- In advance of the presentation on Monday, October 5, 2020, read the summary of *State v. John Panek*, SC 19772.

## Week 4: Oct. 5 – 9 | The Role of the Supreme and Appellate Courts

An interactive presentation on Microsoft Teams will be held on Monday, October 5, 2020, from 9 a.m. to 11 a.m. with Paul Hartan, Chief Administrative Officer of the Appellate System; Carolyn Ziogas, Chief Clerk; Eric Levine, Reporter of Judicial Decisions; Jamie Porter, Motion Staff Attorney, Appellate; Jessie Opinion, Deputy Chief Staff Attorney and Jill Begemann, Director of Appellate Operations. They will discuss the role of appellate review in our legal system, how and why cases go to the Supreme and Appellate Courts, and how the appellate courts differ from the trial courts. Additionally, a Supreme Court justice will virtually “meet” with students to discuss his or her experience as a justice, the role of the judiciary, and to answer any questions students may have.

### Law School Lite

Students will read the case summary for *Haughwout v. Tordenti* (SC 20076), watch oral argument.

Read the court’s opinion and answer questions in LMS.

### Virtual Tour/Podcasts – 1 hour

Students will take a virtual tour, listen to a Calendar Call Podcast and answer questions.

Optional: Students may participate in an optional lunch bag feedback session with one of the intern coordinators on Friday, October 9, 2020 from 12 noon to 1 p.m. via Microsoft Teams.



**Deliverables due on Friday, October 9 at 5 p.m.**

- Answer questions on the *Haughwout v. Tordenti* decision in LMS
- Answer questions about the *Appellate Jurisdiction* podcast in LMS
- Answer questions about the video entitled, *Enduring Grandeur* in LMS

## Week 5: Oct. 13 – 16 | Juvenile Court and Juvenile Detention

This week will begin with an Interactive presentation via Microsoft Teams on Tuesday, October 13, 2020, from 9 a.m. to 11 a.m. with Meghan Korn, Juvenile Matters Supervisor with the Court Support Service Division's Training Academy. Ms. Korn will provide an overview of the Juvenile Justice System and answer questions from students.

Students will be required to participate in an interactive presentation entitled, *Understanding Young Adult Brain Development/Understanding the Impact on Older Adolescents*, via Microsoft Teams scheduled for Wednesday, October 14, 2020 from 9 a.m. to 11 a.m. This course will cover engagement strategies for young adult clients aged 8-24. The information presented will include the influence of brain development and chemistry on decision-making and behaviors of clients in this developmental phase.

Students will also be required to view the following videos and webinar, and answer questions in LMS:

- "The Color of Justice" (1 hour)
- "The Color or Justice Revisited" (26 minutes)
- "Moving Mental Health Systems from Perpetuating Disparities to Promoting Culturally Relevant Healing" (1 hour). Please note that this presentation is not about Connecticut; however, the information is useful.
- "Stay Involved" (13 min)
- "My Kid is in Detention, What Can I do?" (10 min)
- "My Kid is on Probation" (7 min)

Optional: Students may participate in an optional lunch bag feedback session with one of the intern coordinators on Friday, October 16, 2020 from 12 noon to 1 p.m. via Microsoft Teams.

### **Deliverables due on Friday, October 16 at 5 p.m.**

- Complete the questions related to the *Color of Justice* video in LMS
- Complete the questions related to the *Color of Justice Revisited* video in LMS
- Complete the questions related to the *Moving Mental Health Systems from Perpetuating Disparities to Promoting Culturally Relevant Healing* presentation in LMS
- In preparation for next week, take the quiz in LMS to test your knowledge of jury service

## Week 6: Oct. 19-23 | Jury Service

Students will be required to participate in an Interactive presentation via Microsoft Teams on Monday, October 19, 2020 from 9 a.m. to 11 a.m. with Shari Deluca, Court Planner for the Jury Outreach Program. The right to a jury trial is a cornerstone of Connecticut's system of justice. Jury service is not merely an obligation - it is every citizen's right. Students will be fully informed of their rights and obligations related to jury service, with the goal of easing any fears or concerns about serving as a juror in Connecticut.

### Study the Issue of Racial Discrimination in the Selection of Juries

The students will read the [majority opinion and the concurring opinion](#) in the CT Supreme Court case, *State of Connecticut v. Evan Jaron Holmes*, and will be asked to answer questions about the decision in LMS by 5 p.m. on October 20<sup>th</sup>.

Interactive presentation via Microsoft Teams on Wednesday, October 21, 2020, from 9 a.m. to 11 a.m. with former Chief Justice Chase T. Rogers, co-chair of the Jury Selection Task Force. Hon. Rogers will answer questions posed by the students about the Holmes decision and will provide an overview of the work of the Jury Selection Task Force, which is charged with studying the issue of racial discrimination in the selection of juries, considering measures to promote the selection of diverse jury panels, and proposing necessary changes, to be implemented by court rule or legislation, to the jury selection process in Connecticut.

### Videos (19 minutes)

The students will view the following two videos and will be required to complete video viewing guides in LMS.

- Juror Orientation Video – 16 minutes
- Answering the Call for Jury Service – 3 minutes

Optional: Students may participate in an optional lunch bag feedback session with one of the intern coordinators on Friday, October 23, 2020 from 12 noon to 1 p.m. via Microsoft Teams.

### Deliverables due on Tuesday, October 20 by 5 p.m.

- Answer questions about the Supreme Court case of State of Connecticut v. Evan Jaron Holmes in LMS

### Deliverables due on Friday, October 23 by 5 p.m.

- Answer questions about the Juror Orientation video in LMS
- Answer questions about the Answering the Call for Jury Service video in LMS
- Retake the quiz in LMS on jury service

**Deliverables due on Monday, October 26, 2020 before 9 a.m.** In preparation for next week's Cultural Competency virtual session:

- View three videos in LMS and answer related questions

continued

- Complete a questionnaire in LMS
- Review pertinent federal and state laws and Judicial Branch policies (in LMS) to promote awareness of workplace discrimination

## Week 7: Oct. 26 – 30 | Cultural Competency

This week will begin with an interactive session on Monday, October 26, 2020 from 9 a.m. to 11 a.m. given by Isabel Alvarez, Program Manager for the Employee Education and Development Unit. This educational program provides an opportunity to explore the advantage of understanding and appreciating differences in the workplace. Federal, State, and Judicial Branch provisions are discussed in an interactive curriculum that guides participants to the conclusion that diversity in the work environment generates greater harmony, synergy, and productivity.

The students will view the following videos throughout the week and will be required to complete video viewing guides and exercises in LMS.

- How Law and Order Became a Political Code for Discrimination (10 minutes) LMS  
<https://www.msn.com/en-us/news/us/how-law-and-order-became-political-code-for-discrimination/vi-BB19oaGa?ocid=msedgdhp>
- Diversity Day Keynote Address By Dr. Khalilah Brown-Dean (45 minutes)
- Prejudice and Discrimination Crash Course (10 minutes)
- The Layers of Unconscious Bias-CTN (1 hour)
- How to Outsmart Your Unconscious Bias (17 min)

Additionally, students will have the opportunity to test themselves for hidden bias by taking the [Harvard implicit bias tests](#).

### Deliverables due on Friday, October 30 at 5 p.m.

- Answer questions related to the address by Dr. Khalilah Brown-Dean in LMS
  - Included with the questions above is a requirement to draft a 200 word (or more) reflection on Dr. Brown-Dean's presentation and the relevance it has to events we have experienced in 2020.
- Answer questions about the *Prejudice and Discrimination Crash Course* in LMS
- Answer questions related to *Layers of Unconscious Bias* in LMS
- Answer questions related to the *How to Outsmart your Unconscious Bias* Ted Talk in LMS
- Essay: Some view "law and order" as necessary. Others see it as repression. What do you think is the proper role of law enforcement? How should law enforcement fulfill these responsibilities? Do you think that the role of law enforcement will change? (750 words citing references)

Optional: Students may participate in an optional lunch bag feedback session with one of the intern coordinators on Friday, October 30, 2020 from 12 noon to 1 p.m. via Microsoft Teams.

## Week 8: Nov. 2 – 6 | Victim Services

### Office of Victim Services Overview – 2 hours

Students will participate in an Interactive presentation via Microsoft Teams on Monday, November 2, 2020, from 9 a.m. to 11 a.m. with Valina Carpenter, Deputy Director of the Office of Victim Services, who will discuss the information and services that the Office of Victim Services provides to victims of violent crime and their families, including advocacy during adult and juvenile court proceedings and financial help for out-of-pocket expenses caused by the crime.

### A Look at the Criminal Justice System from the Victim's Perspective – 6 hours

The students will participate in an Interactive presentation via Microsoft Teams on Wednesday, November 4, 2020, from 9 a.m. to 3 p.m. with Valina Carpenter, Deputy Director of the Office of Victim Services, and LeeAnn Vertefeuille, Victim Advocate. Having learned about the criminal justice system from the perspective of adult probation officers, bail commissioners and juvenile probation officers, Ms. Carpenter and Ms. Vertefeuille will discuss how the system works from the perspective of a victim in Connecticut.

Students will be required to write a 250 word journal entry on the following topic: *Following this week's presentations, what do you now know about victim services and the impact of crimes on victims that you did not previously know?*

Optional: Students may participate in an optional lunch bag feedback session with one of the intern coordinators on Friday, November 6, 2020 from 12 noon to 1 p.m. via Microsoft Teams.

### Deliverables due on Friday, November 6 at 5 p.m.

- Draft a 250 word journal entry on the following topic:  
*Following this week's presentations, what do you now know about victim services and the impact of crimes on victims that you did not previously know?*



## Week 9: Nov. 9 – 13 | Family Matters and Family Relations

This week will concentrate on an introduction to family services, domestic violence and family court including the impact of divorce on children.

The week will begin with an Interactive presentation via Microsoft Teams on Monday, November 9, 2020 from 9 a.m. to 11 a.m. with Pamela Lang, of the Court Support Services Training Academy, who will introduce the students to family services. She will also discuss the criminal court process, the family court process and programs and services.

Students will conduct independent research on the Tracey Thurman case and how this case transformed Connecticut's domestic violence laws. Students will be asked to write a 650 word essay about how this case changed Connecticut's domestic violence laws.

continued

The students will participate in a presentation delivered on Microsoft Teams on Tuesday, November 10, 2020 from 9 a.m. to 11 a.m. with Pamela Lang, who will introduce the students to domestic violence and will discuss the following:

- Use of violence in intimate partner relationships
- Impact of domestic violence on victims and children
- Role of criminal court in domestic violence arrests
- Interventions used to address domestic violence

Interactive presentation via Microsoft Teams on Friday, November 13, 2020 from 9 a.m. to 11 a.m. with Pamela Lang, who will introduce the students to family court and will discuss the following:

- Understanding the role of Family Court
- Addressing serious parenting disputes
- Impact of divorce/separation on children
- Services utilized to settle parenting issues

The students will be asked to complete homework entitled, "Navigating the Family Court System" in LMS.

### **Deliverables due on Monday, November 9 at 5 p.m.**

In preparation for the end of semester wrap up session, create a 30 second video answering the following questions:

- What was your favorite part of the internship?
- What was you least favorite part of the internship?
- Why?
- Do you have any suggestions as to how to improve the internship?
- Are there any topics that you would have liked us to cover as part of the internship that we did not cover?

### **Deliverables due on Friday, November 13 by 5 p.m.**

- Write a 650 word essay about how the Tracey Thurman case changed Connecticut's domestic violence laws
- Complete the "Navigating the Family Court System" homework in LMS

Optional: Students may participate in an optional lunch bag feedback session with one of the intern coordinators on Friday, November 13, 2020 from 12 noon to 1 p.m. via Microsoft Teams.

## Week 10: Nov. 16 – 20 | Wrap Up

The students will participate in an Interactive presentation via Microsoft Teams on Monday, November 16, 2020 from 9 a.m. to 12 p.m. with Juana Brown and Trecia Austin, Volunteer and Intern Coordinators for the Experiential Learning Program. The topics that will be discussed include:

1. Welcome
2. 5 Dos and Don'ts to Resume Writing
3. Job Interview Training
4. Starting the Job Search
5. Netiquette
6. Certificate presentation

As part of the end of semester presentation, the 30 second video that interns prepared will be shown to all students.

Students will also be required to:

1. Submit a revised resume
2. Complete interview do's and don'ts questions
3. Complete and submit program evaluation
4. Draft a journal entry on the following topics, "Did your internship with the Judicial Branch meet your expectations; Describe the two main takeaways of the internship, why are they important and what topics you would like to learn more about."

Optional: Students may participate in an optional lunch bag feedback session with one of the intern coordinators on Friday, November 20, 2020 from 12 noon to 1 p.m. via Microsoft Teams.

### **Deliverables due on Friday, November 20 at 5 p.m.**

- Submit a revised resume
- Complete interview do's and don'ts questions
- Complete and submit program evaluation
- Draft a journal entry on the following topics, "Did your internship with the Judicial Branch meet your expectations; Describe the two main takeaways of the internship, why are they important and what topics you would like to learn more about."

## Dates and Times that Students Must be Available to Participate in the Virtual Internship

Date and Time	Activities
Monday, Sept. 14, 2020, from 9 a.m. to 1 p.m.	Intern Orientation
Wednesday, Sept. 16, 2020 from 9 to 11 a.m.	Sexual harassment training and the power of positivity
Monday, Sept. 21, 2020, from 9 a.m. to 11 a.m.	Overview of Adult Probation
Mon., Sept. 21, 2020, from 11:15 to 1:15 p.m.	Overview of LSI and Adult Substance Use Survey
Wed., Sept. 23, 2020 from 9 a.m. to 11 a.m.	Frameworks – Principles of Effective Interventions
Monday, Sept. 28, 2020, from 9 a.m. to 1 p.m.	Overview of Bail Services
Monday, Oct. 5, 2020, from 9 a.m. to 11 a.m.	Role of Appellate Review in our Legal System
Tuesday, Oct. 13, 2020, from 9 a.m. to 11 a.m.	An Overview of the Juvenile Justice
Wed., Oct. 14, 2020 from 9 a.m. to 11 a.m.	Understanding Young Adult Brain
Monday, Oct. 19, 2020 from 9 a.m. to 11 a.m.	Your rights and Obligations as a Juror
Wed., Oct. 21, 2020, from 9 a.m. to 11 a.m.	Update on the Jury Selection Task Force
Monday, Oct. 26, 2020, from 9 a.m. to 11 a.m.	Cultural Competency and Implicit Bias
Monday, Nov. 2, 2020, from 9 a.m. to 11 a.m.	The Role of the Office of Victim Services
Wed., Nov. 4, 2020, from 9 a.m. to 3 p.m.	How the System works from the Perspective of a Victim
Monday, Nov. 9, 2020 from 9 a.m. to 11 a.m.	Introduction to Family Services
Tues., Nov. 10, 2020 from 9 a.m. to 11 a.m.	Introduction to Domestic Violence
Friday, Nov. 13, 2020 from 9 a.m. to 11 a.m.	Introduction to Family Court
Monday, Nov. 16, 2020 from 9 a.m. to 12 noon	End of Internship Wrap-Up Session

# Virtual Internship: Getting Started

Microsoft Teams is a collaborative meeting app with video, audio, and screen sharing features. In order to participate, you will need the following:

- A computer (laptop or desktop), tablet, or smart phone (iOS or Android);
- Secure and dependable internet service; and
- Microsoft Teams installed on your device or the Microsoft Teams Web App.



## Downloading Microsoft Teams

You may download Microsoft Teams free of charge. For a computer, you may download the App from the Microsoft Teams website. If you prefer to access Teams with a smartphone or tablet, you may download the App through the App Store for iOS and the Google Play Store for Android.

You may also download the App from the Judicial Branch Remote Justice webpage. Make sure there are no restrictions, e.g., firewall or security settings, on your device preventing the use and launch of Microsoft Teams.

## Technical Requirements

In order to use the Microsoft Teams desktop app and the Teams Web app, certain hardware requirements must be met. You may find a list of all hardware requirements on the Microsoft Teams website.

When using Microsoft Teams on your computer, please use a web browser other than Internet Explorer due to possible compatibility issues. The Judicial Branch recommends using the Google Chrome browser. For more information on the compatibility of other web browsers, see the Microsoft Teams website.

## Testing the Technology

After downloading Microsoft Teams, it is important that you test your technology before participating in a virtual courtroom proceeding, as technology does not always cooperate and run smoothly. All participants should test and prepare their computer, screens, microphone, camera and cellphone ahead of time to ensure that they are functioning properly. All devices should be fully charged or plugged in.

Participants should test their internet connection at least once from the location at which they plan to participate in the virtual internship in order to ensure that they have a strong enough connection. If possible, participants should use a hard-wired internet connection instead of Wi-Fi.

If using Wi-Fi, participants should find a location as close as possible to the router or modem. Participants should avoid using public Wi-Fi because connection speeds are slow and security is unknown.

If participants are sharing an internet connection with others in their household, the connection may be improved if they are the only ones using the internet during the meeting.

Participants may need to turn off the Wi-Fi connection on other devices in their household. Do not use other audio and video streaming unrelated to the meeting. A Wi-Fi dongle (a device that allows internet access) can also be used.

continued

## Planning Effective Participation

Testing your technology is one way of ensuring effective participation in the virtual internship. However, there are several additional considerations to keep in mind. These include:

- **Minimizing background noise and distractions.** You are expected to have a quiet location with minimal background distractions. Ensure that there is no television, radio, or music playing in the background, and that there are no conversations taking place in adjoining rooms that may be overheard during the presentation. Also ensure that there will be no interruptions or distractions, such as children or pets.
- **Using an appropriate background.** Find a place that has a blank or solid color wall. Avoid using a virtual background as it may affect the quality of your video. If you decide to use a virtual background, choose a professional one. You may also blur your background.
- **Ensuring adequate lighting and visual.** Improve your lighting by using natural light in front of the computer or to the side of the computer, or overhead lighting to add light beside the computer. Avoid sitting in front of a window and having natural light directly behind you, as it may affect your camera's ability to provide a proper image of you to other participants. Be familiar with how to dim the screen brightness on your computer screen. Extremely bright screens can affect the way you are shown and can cause reflections in eyeglasses.
- **Proper positioning of your device.** If using a laptop, position your camera by setting the laptop on a few books or a box so other participants may see you at eye level. Others should see your head, shoulders, and the top half of your torso. If using a tablet or smartphone, mount your device on a stable surface so that you may be viewed in a stationary position.
- **Using a headset with a microphone.** If you do not have one, try using one from your smartphone with a built-in microphone and mute button, which may reduce echo and provide the clearest sound quality.

Updated October 9, 2020