
University of Wisconsin-Madison
Criminal Justice Field Internship

GUIDELINES
FOR
SUPERVISING AGENCIES

SUMMER 2009

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This document is provided to assist criminal and juvenile justice agency representatives supervising UW-Madison interns enrolled in Legal Studies/Sociology 694 or Social Work 663, Criminal Justice Field Internship.

Additional Copies are available upon request.

*It may be necessary to download an adobe reader if you wish to print this handbook as a document.
The reader is available free at:

<http://www.adobe.com/products/acrobat/main.html>

***UW - MADISON
CRIMINAL JUSTICE FIELD INTERNSHIP
2009***

Schedule of Placement Activities Related to Supervising Agencies

<u><i>Date</i></u>	<u><i>Activity</i></u>
September 2008- February 2009	Agencies surveyed/phoned to determine interest in supervising criminal justice interns for the following summer
December 2008- February 2009	Agencies receive resumes of students interested in a summer internship
January 30, 2009	Students begin phoning agency personnel to schedule interviews
February 1, 2009- March 12, 2009	Student interviews take place
March 13, 2009	Student/Agency Agreement forms due. (Copy in Section VII) All agency/student placement decisions finalized. **Criminal Justice Advisor should be notified of exceptions. Students <u>will not be permitted</u> to begin internships prior to the submission of a completed form.
March 14-22, 2009	University Spring Break
May 18- June 1, 2009	Students begin internships. Students are in placement 300 hours, 30 hours per week for 10 weeks.
June	Site Visits
Wed, June 24	First Seminar on campus for Group I students
Thurs, June 25	First Seminar on campus for Group II students
Wed, July 29	Second Seminar on campus for Group I students
Thurs, July 30	Second Seminar on campus for Group II students
Fri, August 7	Placement Supervisor evaluations of students are due. Copy on Pages 15-17. Mail to the Criminal Justice Office, address on previous page or fax to 608-265-5389
Fri, August 7	Summer Session ends

**CRIMINAL JUSTICE FIELD INTERNSHIP
GUIDELINES FOR AGENCIES**

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**CRIMINAL JUSTICE FIELD INTERNSHIP
GUIDELINES FOR AGENCIES**

ABOUT THE FIELD INTERNSHIP

SECTION I

A. Course Description and Goals

The Criminal Justice Field Internship is a 3 credit Legal Studies/Sociology/Social work course offered during the summer. Enrolled students are required to complete 300 hours of work in a criminal or juvenile justice agency (30 hours a week for 10 weeks), complete written assignments, and participate in two corresponding seminars held on campus.

The course is designed to foster Four broad goals:

The first is to impart a better **understanding of the overall justice system**---delving into how it works, examining underlying influences, and considering interactions between the courts, law enforcement, corrections, victim services and related areas.

The second goal is to encourage a well-informed understanding of the **populations served by the justice system**. The course urges students to review offender demographics, examine diverse value orientations, and victim issues, as well as to study offender issues, such as alcohol and drug abuse, unemployment, poverty, discrimination, and gang membership.

The third goal is to promote a better **understanding of one agency in the justice system**. We urge students to look closely at the agencies in which they are placed and to become knowledgeable about sources of authority, jurisdiction, organization and overall functions, policies, staff, clients, budgets, services and other vital information.

The fourth goal is to **identify and appreciate professionalism, ethics and culturally competence practice** within the system, agency, client interactions, and themselves. We encourage students to recognize currently implemented practices as well as their own competence and development.

Grades for the course are based on placement performance as determined by the agency supervisor and a site visit conducted by program staff (49%), paper assignments (39%), and seminar presentation and participation (12%).

B. Academic Standing of Interns and Preparation for the Field

All students seeking a criminal justice internship must be enrolled and be making satisfactory progress in the University's Criminal Justice Certificate Program. Prior to placement in the field each must have attained senior standing and participate in required field observation meetings. Additionally, each student must have completed a basic course on the American criminal justice system, a course on the theories of criminal or delinquent behavior and a course on alcohol and drug abuse. Many students complete other relevant courses as well.

Students in the Criminal Justice Field Observation course are expected to show a high level of maturity and responsibility. They are expected to be reliable and to demonstrate good judgment in the field at all times. Advisors and staff of the program reserve the right to refuse any student who appears ill-prepared to accept the obligations associated with professional criminal and juvenile justice work. An internship can be terminated at any point in the placement should a student be unable to carry out his/her responsibilities at the expected level.

C. Guidelines for Supervisors

Introduction: These suggestions are meant to facilitate the process of learning and to make the experience as valuable and productive as possible for both you and the students. Please feel free to share your own experiences and suggestions with the Criminal Justice Program staff.

Each student brings unique qualities to the internship and therefore must be treated individually. However, students should have an interest in the agency and demonstrate a motivation to learn in common. In addition, the Criminal Justice staff is available to do in-service training for large or small groups.

1. The Interns are referred to the Agency after an initial interview with the Criminal Justice staff to explore interests and career aspirations. Prior to placement, students will have information about the Criminal Justice System and your Agency, but it is not experiential nor is it integrated with a level of confidence to be useful. However, the interns are expected to relate their Agency experience to classroom knowledge rather quickly.

2. A **three-step progression** of (1) the intern **observing a process** (2) then **performing the task under observation with feedback** and (3) then **independent performance of the activity and evaluation** seems to work best. Interns are eager for independent activity (within established Agency guidelines), even as there is uncertainty based on inexperience. Sometimes there is a pushing forward even as the intern needs reassurance.

3. Prepare students for those times when you as a supervisor will not be available, (vacations, days off, paperwork, or other tasks). This is sometimes a good opportunity for the student to observe other agencies, work with other staff members, or work independently if they are prepared.

4. Professionals within the Criminal Justice System act with discretion and judgement within the limits of authority. Experience with more than one professional within the Agency may help the student understand this and develop their own sense of judgement and discretion. They too will be exposed to and experience conflicts involving professionalism and ethics. They are expected to identify these issues and the resources for mediation and resolution.

5. Evaluation is sometimes difficult. If phrased as a positive activity, evaluation can add to the repertoire of skills you assist the interns in developing. That is, you will teach them how to set the tone for an open interview, how to ask open-ended questions, etc. Interns are eager for feedback and positive feedback in day to day functioning can be a powerful motivator. Problems addressed sooner are usually smaller. The Criminal Justice staff is also available for assistance at any time.

6. For most interns this is the first experience with a professional position in Criminal Justice. This makes the supervisor a role model for best practices, imparting knowledge and understanding of boundaries and ethics.

7. The intern is expected (1) to learn to function at a particular task at an Agency (assessment, referral, interviewing and evaluation of people and programs) (2) to learn the overall functioning of the Agency, (mission, organization, legal authority, budget, etc.) and (3) to learn the place of the Agency and the interactions within the Criminal Justice System (where does the target population come from, what referrals are made). Students have assignments in these areas and will be coming to you for help.

CRIMINAL JUSTICE PROGRAM STAFF

SECTION II

Howard S. Erlanger, Professor of Law and Professor of Sociology, is the Director of the Center for Law, Society, and Justice. As such, he administers the Criminal Justice Certificate Program, oversees the quality of the undergraduate criminal justice internship program, provides problem solving support for the staff and students, and reviews program outcomes.

Carolyn Lesch is the Advisor for the Criminal Justice Certificate Program. She is responsible for overseeing the internship orientation, application, screening, and placement process. She works to ensure a high quality educational experience for all students and agencies. Carolyn communicates with cooperating agencies throughout the placement process, fostering a satisfying supervisory experience. She conducts site visits, monitoring student progress, and assisting students and agency supervisors as necessary. Additionally, as the Lecturer for Sociology 694: Criminal Justice Field Observation, Carolyn maintains an instructive role at the course seminars, grades written academic assignments and issues final grades. Prior to her role as Advisor, Carolyn worked with the Certificate Program as an Agency Supervisor and as a UW Summer Field Instructor. She has 15+ years of experience with clients in the Juvenile Justice system. She was the Director of a community based residential setting for juvenile males and is currently a therapist working with adolescent who have sexually offended.

During the summer four additional staff are hired to serve as field instructors. The field instructors are criminal and juvenile justice professionals from the Madison area justice community.

Concerns or questions about any aspect of the field observation course may be addressed to Carolyn Lesch at 262-4360 or by email clesch@ssc.wisc.edu.

PLACEMENT PROCEDURES AND INTERNSHIP DETAILS

SECTION III

Note: For more specific information on dates, please consult the *Schedule of Placement Activities* earlier in the booklet.

A. Student Orientations: October, January, April

Throughout the academic year prior to placement in the field, criminal justice students meet three times with program staff to discuss the placement process and course expectations. During these times issues such as resume development, interviewing, learning goals and objectives and professional behavior, are discussed.

B. Agency Contacts: November - January

UW-Madison criminal justice staff contact potential placement agencies via survey, phone and email from September through January. Contacts continue through the spring until all placement agreements have been finalized.

C. Student Resumes to Agencies: December through February

Student resumes are sent to agency representatives for review beginning in late **December through February**. The resume presents a brief synopsis of each student's work history and may include personal and professional references. Agency representatives should feel free to request references when making decisions about interns.

***In most cases, the resume of each student will be mailed to at least two agencies.**

D. Student Interviews in the Agency: February/March

In late January, students are given the names and phone numbers of agency personnel and are directed to phone them to schedule an interview. We ask that all interviews be completed by **March 12**. This may not be possible in all agencies due to staff vacations and other constraints. In cases like this, a phone call to one of the Criminal Justice Program advisors would be helpful and appreciated.

The interview between agency personnel and the criminal justice student provides an opportunity for both to assess the appropriateness of a placement. Agency roles, policies, and expectations should be discussed as well as student goals and concerns. It may be helpful and instructive for students to observe staff in action during their visit to the agency, meet an agency client and/or partake in an agency tour.

E. Agency/Student Selections: March

All agency and student selections should be made by **mid March**. Again, some agencies may not be able to make a determination about students until early April. Although we urge all agencies to attempt to make their decisions early, we respect the right of agencies to make this decision at a later date. The Advisor would appreciate notice of any changes from the proposed schedule.

F. Placement Agreements: March

Once agency/student selections have been made, students will present their agency supervisors with an agreement form to be filled out by the student and the agency supervisor(s). This simple form provides Criminal Justice Program staff with basic information that is useful for future communications with both the student and the agency. It also establishes the dates that a student will be participating for liability purposes. It should be mailed to the criminal justice office or dropped off in person. In most cases, students will take responsibility for getting the agreement form to the office by the specified date. **The student is not permitted to start without completing and submitting this form.** (A copy of the form is on **Page 14**).

G. Starting Dates: Late May/Early June

Students may begin their internships anytime in **late May/early June**. The exact starting date is negotiated between the student and agency. This should be the same date that is reflected on the Placement Agreement submitted to the criminal justice office.

H. Course Seminars on Campus: June and July

All students are required to attend two course seminars on campus during the summer. Students are assigned to a group and must attend the seminar on the dates of their group assignment: **Group I, June 24 and July 29; Group II June 25 and July 33**. Supervisors will be notified of any changes. During these times, students meet their fellow interns to discuss experiences and exchange ideas. Lectures are held and guest speakers are often invited. Additionally, students present information within a small group context and submitted written assignments.

I. Site Visits: June

Generally, a site visit is made to each agency during the third to fifth week of a student's placement unless an agency requests an alternate schedule. All visits conducted by program staff are scheduled in advance of the visit.

During the visit, university staff will generally speak with the student individually, with the agency supervisor, and the supervisor and student together (as time permits). Time spent with the student alone is for monitoring and instruction. The student's goals are reviewed and strategies for achieving the goals are discussed. Time with the student's supervisors may be helpful to discuss the supervisor's observations of the intern in placement and level of satisfaction with the student's performance. When all parties are together, observations are shared and any problems and concerns are aired and addressed. This should be a time to alter the placement in any way necessary to ensure a satisfactory placement for the remainder of the internship.

J. Evaluation of Students: Tenth Week of Placement

The site visit is a time to evaluate student planning and the student's work. The final evaluation by the agency supervisor will come during the **tenth week** of placement. If the site visit was productive, the final evaluation should not come as a surprise to the parties involved.

The Evaluation form is found on **Pages 15-17** of this booklet and reflects the overall course goals. The form asks supervisors to assess a student's understanding of: the criminal justice system or juvenile justice system, the criminal or juvenile populations served by the agency, and of the placement agency.

Because the evaluation accounts for 49% of the student's grade in the course, it is critical that the criminal justice office receives all student evaluations by the date designated on the form. **A Final GRADE CANNOT BE ASSIGNED TO A STUDENT WITHOUT THE COMPLETION OF THIS EVALUATION.**

IN THE FIELD: STUDENTS' RESPONSIBILITIES

SECTION IV

A. Learning Goals and Objectives

Students are required to develop learning goals and objectives for their internships. This requirement is designed to bring a focus to a student's placement, and to help offset the feeling many students have of being overwhelmed in their placements by offering concrete directions for the summer.

The goals and objectives should reflect, at a minimum, the overall course goals. They may include duties and activities the student will participate in, experiences expected with other units in the agency, visiting outside agencies, and any special projects to be completed. All should be achievable in the time available; they do not need to be complicated.

Students develop their goals individually but are required to consult and have their agency supervisors sign off on goal development.

B. Responsibilities on the Job

Once students begin their placements, they are expected to:

1. Become familiar with and follow all agency policies and guidelines;
2. Assume professional behavior throughout the placement;
3. Accept feedback and act on constructive criticism;
4. Complete all assigned tasks from the agency and all course work;
5. Visit other agencies within the system to learn the roles and functions of other system components as these relate to the placement agency;
6. Notify the agency supervisor and program staff if for any reason the student must leave the placement prematurely;
7. Complete 300 hours in the field.

If for any reason, a student does not live up to these expectations in the field, program staff should be notified as early as possible.

C. Course Assignments

Students are expected to complete four assignments throughout the course during the summer. The first is to develop educational goals for the summer and should be completed in consultation with the supervisor. The second is focused on the organization of the placement agency, its interaction with the system, an analysis of clients of the agency, and identification of professionalism, ethics and culturally competent practice. This assignment is designed to foster the three main course goals (p. 1) and to sensitize students to special issues. Third, students must keep a journal of their experiences and what they learned within those experiences. Finally, students must write an update/reflection of their goals.

Students are expected to write and complete original assignments. This may be done independently or with the help of other students in the placement. However, each student must complete and submit their own original assignment. They will need agency supervisors to help find the information on organization, agency budget, and client characteristics. If this proves to be a burden on the supervisor, program staff should be brought in to address the problem.

AGENCY'S ROLE IN THE FIELD OBSERVATION

SECTION V

A. Agency Responsibilities

The field observation/internship is most often an undergraduate's first exposure to the criminal or juvenile justice system, to the profession and to its clients. Therefore, the quality of the experience is critical to the student's learning and outlook on the system.

To enhance the internship experience for both the student and your agency, we make the following requests.

1. Be aware of the course goals (page 1) and promote them to the extent possible.
2. Assign your student a supervisor - an individual who is willing to make assignments, monitor the student's progress, works with the intern around problems and concerns and provides professional role modeling.
3. Orient the intern to your agency. Introduce him/her to fellow staff and share information about the jobs each does. Provide relevant organizational charts. Discuss agency missions, functions and role in the system. Refer the student to the agency's source(s) of authority, e.g., statutes, administrative rules, Children's Code. Share important policies that the student will need to abide by over the internship. Cite documents the student should review and become more familiar with, within the agency.
4. Spell out agency expectations. Be clear about the student's duties and responsibilities for the summer.
5. Review the student's written goals and objectives for the summer and advise changes as necessary.
6. Provide training as needed. Past experience has shown that an initial orientation to the overall system in which the agency is operating helps avert questions and problems later in the internship. Tips on approaching and working with clients have also been helpful.
7. When assigning jobs, begin with an initial period of observation and simple tasks and then gradually move toward increasingly complex work activities.
8. Provide exposure to all facets of the agency, including observation of other units, attendance at staff meetings, participation in various agency services (family meetings, client counseling, fingerprinting, evidence collection, etc.) as agency policies allow.

9. Allow students to interact with other agencies within the system as a part of his/her responsibilities and encourage some visiting of other agencies during "down" times. Students should be responsible for contacting outside individuals and scheduling appointments.
10. Assist students in the integration of knowledge, theory, professional standards, ethics and culturally competent practice.
11. Supply feedback on the intern's performance. Communication is important for ensuring that goals and expectations are met.

We appreciate that all criminal and juvenile justice agencies are extremely busy operations and that fulfilling all of the above requests may not be possible all of the time. We ask that agencies carry out the responsibilities to the extent possible.

B. Student Evaluations

As mentioned under Placement Procedures, agency supervisors are asked to fill out an evaluation form on each student during the tenth week of the intern's placement. **The form is on Pages 15-17 of this booklet.** It is important that the form be turned in by the designated date. The evaluation form closely reflects the goals of the course. Brief additional comments on the form in addition to the numerical grading are helpful in evaluation and for future references if requested by the student.

C. Contact with Program Staff

Agency representatives are urged to contact university staff immediately if they are experiencing **any** problems or concerns with the individuals they are supervising. Students are generally able to tolerate some stress if problems are addressed promptly.

SPECIAL GUIDELINES FOR INTERNSHIPS IN POLICE DEPARTMENTS

SECTION VI

Police Department internships generally take on a different nature than those with other agencies of the criminal justice system. Due to their civilian status, students are more limited in the activities they can pursue and participate in within the guidelines of the agency. This requires clear boundaries on what activities are restricted but need not limit the overall learning experience for the student.

With the above in mind, we offer the special guidelines or suggestions below. They are not intended to replace the recommendations above but should be used **in addition** to them. We offer them to insure that internships with a police department are mutually rewarding and so that departments may use interns to their fullest capacity:

1. **Assign a special project.** Criminal justice students in the past have found it extremely helpful to be assigned one or two special projects they are responsible for throughout an internship. Since interns spend a lot of time simply observing the activities of a department, placing a student in charge of a specific task gives the student an opportunity to "pay back" the department by making a tangible contribution. It also gives students something meaningful to do during "down" times in the department and, importantly, it relieves a busy department of an important task.

Examples of past projects include: (1) data collection for and preparation of a department's annual report; (2) preparation of special documents, e.g., reports on crime within a select neighborhood or on a specific type of crime (sexual assaults, drunk driving), and reports comparing the effects of a new law; (3) computerizing department records; and (4) execution of special surveys in the community.

Whatever the special assignment, it should be useful to the department and meaningful for the student. Any department wishing to discuss a possible project with one of the UW staff should feel free to do so in advance of taking an intern or at any time throughout a student's placement.

2. **Time in each division of the department.** As time and department policies permit, it is a good idea for students to spend some time witnessing the operations in as many units as possible (patrol, domestic violence, juvenile, etc.) and observing various police processes (fingerprinting, investigation, etc.). The amount of time spent in these activities should be dictated by the relative importance of the detail, the department's policies and prerogative, and the student's interest.

3. **Visits to other criminal justice agencies.** In the preceding pages we request that interns in all agencies get some exposure to organizations beyond the one in which they are doing their internships. We strongly advise this for students doing a policing internship. We stress this because law enforcement departments often play a diverse and complex role in the overall justice system. It is good for students to witness the diverse interactions police departments have with other parts of the criminal justice network. Therefore, we suggest that students be allowed to spend some time, as part of their internship responsibilities, visiting agencies that police interact with on a regular basis: probation and parole, D.A. offices, P.D. offices, community-based correctional programs, sheriffs' departments, court processes and officials, etc.

The supervising department **need not** make the actual arrangements for these experiences but it is helpful if the students are given ideas regarding the most relevant offices/programs to visit, as well as names of contact persons and phone numbers.

CRIMINAL JUSTICE FIELD OBSERVATION AGREEMENT FORM - 2009

Must be completed prior to the start of the Internship placement

To be completed by student (please print):

STUDENT NAME: _____

I am a student at the UW-Madison and I am enrolled or intend to enroll in Sociology 694/SW 663, Criminal Justice Field Observation. I have read the Field Observation Handbook and I accept the terms below. I assume responsibility for notifying University staff and my agency supervisor if, for any reason, I am unable to fulfill the terms of the agreement.

STUDENT'S SIGNATURE: _____ **DATE:** _____

PHONE: _____ EMAIL: _____

SUMMER ADDRESS: _____

CITY: _____ STATE: _____ ZIP: _____

To be filled out by the Agency Representative:

We agree to supervise the above-named student in our agency for the duration of the Field Observation. We have reviewed a copy of the Field Observation Guidelines for Supervising Agencies. We agree to contact University staff if changes or questions arise. (Please print.)

AGENCY: _____

AGENCY CONTACT PERSON: _____

PHONE: _____ E-Mail: _____

ADDRESS: _____

CITY: _____ STATE: _____ ZIP: _____

AGENCY CONTACT'S SIGNATURE: _____ **DATE:** _____

If different than above:

STUDENT'S SUMMER SUPERVISOR: _____

PHONE: _____ E-Mail: _____

SUPERVISORS SIGNATURE: _____ **DATE:** _____

ALL PLACEMENTS ARE FOR 30 HOURS A WEEK FOR TEN WEEKS.

TEN WEEK STARTING DATE: _____ ENDING: _____

IF YOUR DATES INDICATE A VARIANCE FROM THIS, PLEASE DESCRIBE WHY HERE:

Student Requires Wisconsin Caregiver Background Check: Yes ___ No ___

Students: Please submit this form to the Criminal Justice Advisor by:

MARCH 13, 2009

Questions about this agreement or the Guidelines should be directed to the program advisor.

CRIMINAL JUSTICE CERTIFICATE PROGRAM

8139 Sewell Social Science Building

1180 Observatory Drive

Madison, Wisconsin 53706-1393

608-262-4360

UNIVERSITY OF WISCONSIN - MADISON

CRIMINAL JUSTICE FIELD OBSERVATION

STUDENT EVALUATION FORM-2009

Please evaluate the student who interned with your agency using the numerical grade below. The numerical grade will be averaged and will be used to award the Final Grade for the student. Comments are appreciated and may be shared with students. Some internships do not provide for a grade in all categories. In this case, place an N/A in the appropriate column. **Because your evaluation is important to us, a grade cannot be provided for the student without this information.**

Please indicate the level of accomplishment demonstrated as follows:

1	1.5	2	2.5	3	3.5	4
Poor Unsatisfactory (D work)		Fair (Passable) (C work)		Good (Satisfactory) (B work)		Excellent (Superior) (A work)

STUDENT: _____

AGENCY: _____

SUPERVISOR: _____

(Please Print)

I. UNDERSTANDING OF SYSTEM:

Category	Level	Comment
Prior understanding of juvenile/criminal justice system (i.e., components, roles, functions, relationships)		
Current understanding of system		
Ability to think critically about system (i.e., perceives strengths and weaknesses)		
Ability to analyze the impact of your agency's actions and those of other agencies in the systems as whole		
Ability to think creatively about improvements to programs and services		

II. UNDERSTANDING OF OFFENDER ISSUES:

Category	Level	Comment
Prior understanding of factors leading to criminal/delinquent behavior		
Current understanding of criminality/delinquency		
Understanding of offender issues (E.g., drug/alcohol abuse, lack of employment, poverty, etc.)		
Capacity to work with clients with diverse offense history		
Aptitude for work with clients from diverse ethnic and cultural backgrounds		
Ability to work with varied offender populations (e.g., females, juveniles, mentally ill)		
Ability to analyze the effects of own behavior on clients		
Skill for analyzing impact of system on offenders		
Talent for assisting clients in creative problem solving		

III. UNDERSTANDING OF AGENCY:

Category	Level	Comment
Prior understanding of the agency missions, functions, and issues		
Current understanding of the agency missions, functions, and issues		
Ability to work well with the agency staff and other professionals		
Sensitivity toward and ability to work with agency clients		
Attention to being a good worker (E.g., promptness, reliability, resourcefulness, self-reliance, etc.)		
Ability to complete assignments in a timely fashion		
Capacity to handle progressively difficult tasks		
Skill at making mature judgments in work related matters		

Competency to evaluate effects of own actions on the agency		
Practice of professional and ethical behavior		
Progress toward internship goals and objectives		

IV. POTENTIAL FOR WORK IN THE FIELD:

Category	Level	Comment
Suitability and potential for work in the justice field		
Aptitude for work with offenders/delinquents		
Emotional maturity to work in this field		
Potential for leadership		
Ability to express self orally		
Ability to express self in writing		

Please feel free to add any additional thoughts or summary comments about the student here. Comments may be used in recommendations with the permission of the student:

Supervisor's signature: _____ Date _____

Thank you for filling out this form. It will help us in grading the student and assessing the effectiveness of the field observation course overall. We appreciate your thoughtfulness and time.

PLEASE RETURN THIS BY FRIDAY, AUGUST 7, 2009 TO THE FOLLOWING:

CRIMINAL JUSTICE CERTIFICATE PROGRAM

University of Wisconsin-Madison

Sewell Social Science Building

1180 Observatory Drive, Room 8139

Madison, WI 53706

Fax: 608-265-5389