GUIDELINES FOR SUPERVISING AGENCIES

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2015 Critical Dates

- Internships should begin between May 18, and June 1, 2015. The 300 hour requirement should be met by August 7, 2015.
- Summer Course: Students will attend two full day seminars from 9am to 4pm. They will be assigned to either the Wednesday group or the Thursday group. Wednesday seminars will be July 1, 2014 and July 29, 2015. Thursday seminars will be July 2, 2015 and July 30, 2015.

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

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SECTION I

ABOUT THE FIELD INTERNSHIP

A. Course Description and Goals

The Criminal Justice Field Internship is a 3 credit Legal Studies/Sociology & Social Work 663 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, a site visit conducted by program staff, paper assignments, and seminar presentation and participation.

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 and a course on the theories of criminal or delinquent behavior. 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

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.

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 judgment 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 judgment 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 to; (1) 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.); (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); and (4) develop their understanding of professional, culturally competent practice. Students have assignments in these areas and will be coming to you for help.
SECTION II
PLACEMENT PROCEDURES AND INTERNSHIP DETAILS

Process and timeline vary by agency. Students seeking placement outside the Madison area are often in contact with agencies, including interviewing, far in advance of the schedule below. We will support the timeline established by individual agencies.

A. Student Orientations: October - April

Throughout the academic year prior to placement in the field, criminal justice students meet 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 - February

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

C. Student Resumes and Cover Letters to Agencies: January

Student resumes and cover letters are sent to agency representatives for review beginning in January. 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 and cover letter of each student will be mailed to at least two agencies.

D. Student Interviews in the Agency: February/March/April

In late January, students are given the names and phone numbers of agency personnel and are directed to phone them to schedule an interview. If possible, we ask that all interviews be completed by the end of April. This may not be possible in all agencies due to staff vacations and other constraints. In cases like this, a phone call or email to the Criminal Justice Program advisor 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: February/March/April

If possible, all agency and student selections should be made by the end of 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: within one week of accepted placement

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 at the end of this packet).
G. Starting Dates: Late May/Early June

Students may begin their internships anytime within the first two weeks of the Monday following UW Spring Commencement. 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

All students are required to attend two course seminars on campus during the summer, one in late June and the other in late July/early August. Students are assigned to a group and must attend the seminar on the dates of their group assignment. 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 submit 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 final evaluation by the agency supervisor will come during the tenth week of placement and will be completed online by the supervisor. If the site visit was productive, the final evaluation should not come as a surprise to the parties involved.

A sample evaluation form is found at the end 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 a significant portion of the student's grade in the course, it is critical that the criminal justice office receives all student evaluations by August 8.

A FINAL GRADE CANNOT BE ASSIGNED TO A STUDENT WITHOUT THE COMPLETION OF THIS EVALUATION.
SECTION III
IN THE FIELD: STUDENTS’ RESPONSIBILITIES

A. Learning Plans

Students are required to develop learning plans 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 direction for the summer and upfront communication with their placement supervisor.

The plans may include duties and activities the student will participate in, experiences expected with other units in the agency, visiting outside agencies, any special projects to be completed, and what they need from their supervisor. Students develop their plans individually but are required to consult and have their agency supervisors sign off on their final copy.

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

In addition to the learning plan mentioned above, students submit written assignments as required throughout the summer. Information may be collected independently or with other students in the placement but the final product must be each student’s original work. They will need agency supervisors to help find the information on organization, agency budget, and stakeholders. A journal and/or written reflection of their summer are mandatory.

Attendance at seminars is a compulsory part of the internship experience. Students will share experiences with their peers via Learn@UW and seminar participation. Students contribute formal presentations, educating their peers on the organization of the agency, stakeholders, services provided, connections to other entities, and ideas for improvement.
SECTION IV
AGENCY'S ROLE IN THE FIELD OBSERVATION

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 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., state statues, 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 online evaluation form on each student during the tenth week of the intern's placement. The link will be sent to each agency supervisor. A sample form is included at the end 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.
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 Name, Date, Signature:

My summer phone is: ________________________________

My email address is: ________________________________

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.

Agency Contact Name, Date, Signature:

Student’s Summer Supervisor Name, Date, Signature:

Agency Name: ______________________________________

Agency Contact phone: _____________________________ Summer Supervisor phone: _____________________________

Agency Contact email: ______________________________ Summer Supervisor email: ______________________________

Agency Address:

PLACEMENTS ARE FOR 30 HOURS A WEEK FOR TEN WEEKS
Please indicate the Ten Week Starting Date: _______________ & the Ten Week Ending Date: _______________

If your dates indicate a variance from 30 hours a week for ten weeks, please explain:

Will the student be required to complete a Wisconsin Caregiver Background Check?

☐ Yes

☐ No

If a background check is required, will it be completed by the agency?

☐ Yes

☐ No

☐ Not applicable
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 placement evaluation portion of the course grade.

Comments are appreciated and may be shared with students. Some internship placements do not provide for an assessment in all categories. In this case, place a N/A in the appropriate column. Because your evaluation is important to us, a course grade cannot be issued to the student without this information.

**Please indicate the level of accomplishment demonstrated as follows:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td><strong>Unsatisfactory</strong>: does not demonstrate this ability/does not meet expectations</td>
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<tr>
<td>1</td>
<td><strong>Uncomplimentary</strong>: seldom demonstrates this ability/rarely meets expectations</td>
</tr>
<tr>
<td>2</td>
<td><strong>Fair</strong>: sometimes demonstrates this ability/meets expectations</td>
</tr>
<tr>
<td>3</td>
<td><strong>Commendable</strong>: usually demonstrates this ability/sometimes exceeds expectations</td>
</tr>
<tr>
<td>4</td>
<td><strong>Exceptional</strong>: consistently demonstrates this ability/consistently exceeds expectations</td>
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**STUDENT:** _____________________________________

**AGENCY:** _____________________________________

**SUPERVISOR:** ___________________________________

### I. UNDERSTANDING OF SYSTEM:

<table>
<thead>
<tr>
<th>Component</th>
<th>Level</th>
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<tbody>
<tr>
<td>Initial understanding of juvenile/criminal justice system (i.e. components, roles, functions, relationships)</td>
<td></td>
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<tr>
<td>Current understanding of system</td>
<td></td>
</tr>
<tr>
<td>Ability to think critically about system (i.e. perceives strengths and weaknesses)</td>
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<tr>
<td>Aptitude for analyzing the impact of your agency's actions and those of other agencies on the system as a whole</td>
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<tr>
<td>Exhibits creative thinking with regard to program and service improvements.</td>
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**Comments:**

### II. UNDERSTANDING OF CLIENTS:

<table>
<thead>
<tr>
<th>Component</th>
<th>Level</th>
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<tbody>
<tr>
<td>Initial understanding of factors/situations leading to criminal/delinquent behavior or victimization</td>
<td></td>
</tr>
<tr>
<td>Current understanding of factors/situations leading to criminal/delinquent behavior or victimization</td>
<td></td>
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<tr>
<td>Understanding of offender/victim issues (e.g. drug/alcohol abuse, lack of employment, previous abuse, poverty, etc.)</td>
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<tr>
<td>Appreciation of client strengths (e.g., resilience, survival skills, motivation, etc.)</td>
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<tr>
<td>Capacity to work with clients with diverse offense/victimization histories</td>
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<tr>
<td>Aptitude for work with clients from diverse cultural backgrounds (e.g. racial, gender, religion, rural/urban, language, abilities, socio economics, family structure, etc)</td>
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<tr>
<td>Ability to recognize own cultural background, values, and beliefs when working with clients</td>
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<tr>
<td>Ability to analyze the effects of own behavior on clients</td>
<td></td>
</tr>
<tr>
<td>Ability to analyzing impact of system on clients</td>
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**Comments:**

10
III. UNDERSTANDING OF AGENCY:

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>Initial understanding of agency missions, functions, and issues</td>
<td></td>
</tr>
<tr>
<td>Current understanding of agency missions, functions, and issues</td>
<td></td>
</tr>
<tr>
<td>Ability to work well with agency staff and other professionals</td>
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<td>Aptitude for working with identified agency clients</td>
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<tr>
<td>Attention to being a good worker (e.g., promptness, reliability, resourcefulness, self-reliance, etc.)</td>
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<td>Ability to complete tasks, projects, and assignments in a timely fashion</td>
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<td>Capacity to handle progressively difficult tasks</td>
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<td>Skill at making mature judgments in work related matters</td>
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<td>Competency to evaluate effects of own actions on agency</td>
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<td>Practice of professional and ethical behavior</td>
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Comments:

IV. POTENTIAL FOR WORK IN THE FIELD:

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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<tbody>
<tr>
<td>Suitability and potential for work in the justice field</td>
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<tr>
<td>Aptitude for work with clients (e.g., offenders, delinquent adolescents, those who have been victimized, other agencies, etc)</td>
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<tr>
<td>Emotional maturity to work in this field</td>
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<tr>
<td>Potential for leadership</td>
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<tr>
<td>Ability to express self orally</td>
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<tr>
<td>Ability to express self in writing</td>
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Additional thoughts or summary comments. (Comments may be used in recommendations with the permission of the student)

Supervisor’s signature: ________________________________________________

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.

This evaluation will be conducted online by student supervisors.