

CRIMINAL JUSTICE FIELD OBSERVATION

Sociology 694/Social Work 663

Summer 2009

Course Information



Class Agendas



Seminar Assignments



Small Group Assignments



Assignment #1: Learning Goals and Objectives



**Assignment #2: Agency Organization, Clients,
Professionalism and Cultural Competence**



**Assignment #3: Learning Goals and Objectives
Outcomes**

COURSE INFORMATION AND OVERVIEW

I. General Information

1. Students are divided into two groups. Group assignments are listed on page 9 for Group I and on page 11 for Group II. Students in **Group I** attend two days of seminars on **Wednesday, June 24** and **Wednesday, July 29**; students in **Group II** attend two days of seminars on **Thursday, June 25** and **Thursday, July 30**. Please note your group assignments and do not miss your seminar dates. The seminar **room on all dates is 8417, Sewell Social Science Building**. If you have a disability and/or require accommodations, please contact Carolyn Lesch in advance of the seminars.

2. The agendas for the two seminar days are enclosed in this packet on pages 7 and 8. Please note that seminar days begin at **9:00 a.m.** and ends at **3:30 p.m.** Students are required to attend both days of seminars and stay throughout the program. Attendance is taken and absences will influence your grade.

3. The seminar programs may include **workshop** style morning program and **small groups** in the afternoon. These are designed to provide you with a comparative perspective on your field experiences in relation to other students, and to probe deeper into critical criminal justice issues and current practices. The workshops emphasize professionalism, ethics and cultural competence. The small groups focus on understanding the criminal justice system and how your agency and clients fit into it the system. Small groups and workshops require your close attention and contributions to be effective.

4. Students are assigned to one of the following **Field Instructors (FI): Carolyn Lesch, Dan Nevers, Randi Celusta, or Jane Lombardo**. Field Instructor assignments are listed on pages 9 and 11. Your FI will carry out the site visit and is responsible for a portion of your internship grade. Your learning goals, site visit and progress on learning goals are graded by your FI. Your FI should be contacted with questions that cannot be answered by your agency supervisor. Please note; If you wait until the weekend before your paper/presentation are due, you may have difficulty reaching your FI. If personal or agency problems arise, immediately contact your FI. Contact information is listed below.

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II. Course Assignment Overview

You are responsible for **three written assignments** which are related to your placement, **and a journal** of day to day activities, experiences, impressions and learning. Your assignments and journal will be graded. **The three Assignments must be typed or word processed**, hand written assignments will not be accepted. Your **journal may be hand written**, provided it is legible. ***Please be sure to keep a back-up disk of your assignments along with duplicate hard copies.***

Note: If you read through all the assignments prior to beginning the summer, you will save yourself considerable time and effort! The written assignments are directly related to the seminars and small group presentations. Start early and coordinate your assignments! Read through them now. Questions should be directed to your FI. These assignments may be discussed during your site visit.

Assignment #1: Learning Goals and Objectives. This assignment is detailed on pages 12-14 of this Handbook. Please read it now. The learning Goals and Objectives assignment is designed to focus your field experiences early in the placement. Your goals should assist you in advancing your understanding of the agency, clients, other units of the criminal justice system, professional and ethic behavior, and culturally competent practice. Your learning goals lay out a series of activities you will carry out while in your placement. ***Learning goals are due two weeks from the first day of your internship. Deliver or mail your learning goals to your Field Instructor.*** You are also responsible for submitting a progress report on your learning goals and a journal of your activities at the placement. See Assignment 3: Progress Toward Learning Goals, below.

Assignment #2: Agency Organization, Clients, Professionalism and Culturally Competent Practice. This assignment is detailed on pages 15-19 of this Handbook. Please read it now. It requires gathering agency and client information. You should begin collecting this information as soon as possible. ***This assignment is to be completed before your first seminar and handed in at the end of the morning group session.*** Issues about agency organization and client information are covered in this assignment. This information will be the focus of your presentation and discussion during the small group session at the first seminar. Be sure to carefully answer all questions.

Assignment #3: Learning Goal and Objectives Outcomes. This assignment is detailed on page 20 of this Handbook. This assignment requires that you specify what progress you made toward achieving your learning goals during your placement. Also, you will need to explain what you learned and how you achieved that learning. This assignment is to be completed before your second seminar and will become the basis for your second oral presentation in small group and contribution to the workshop. ***It is to be handed in to your FI at the end of the morning workshop, along with your journal.***

Journal: The journal is an account of your day-to-day activities and thoughts. It is a place to reflect, contemplate and process your observations, skills and experiences. It should reflect your experience of the activities you engage. ***It must be handed in to your FI along with Assignment #3.***

III. Small Group Presentation

You have been assigned to a small group composed of five or six students in other criminal justice placements and a small group facilitator. Please note your small group assignment number and Group Facilitator. The lists are in this packet on page 9 for Group I and page 11 for Group II. Your small group remains the same for both seminar days.

You will deliver a 10-15 minute oral presentation during each of the small group sessions.

Plan your presentations carefully. Be direct and succinct. In the first presentation you will; describe the main organizational features of your agency; give your small group colleagues a clear idea of your agency structure and functioning; provide a detailed profile of your clients; and present examples, so that your small group colleagues have a good feeling for whom your clients are and the services you provide. You will also present information about the various challenges that your agency and clients must face. Make your presentations lively. Bring handouts, props and other visual aids (agency brochures, fact sheets, statistical tables, outlines of main points, organizational charts, flow charts, graphs, etc.). Use the blackboard and describe events that yield special insights into your agency and your clients. Video segments and transparencies are welcome. If you require any special equipment, you will need to notify your small group facilitator one week in advance. Contact information for all small group facilitators is located on page 2. If your presentation requires a computer, you must bring your own.

Seminar #1: Agency Organization, Clients, Professionalism and Cultural Competence (for details, refer to Assignment 2, page 14):

Incorporate as many of the following facts, from your paper, into your presentation as is possible in the allotted time:

- A. The name of your agency, location, and where it fits into the criminal or juvenile justice system.
- B. The official goals of your agency and the services provided to clients.
- C. The dollar amount of the agency's annual budget and major sources of funding.
- D. The major categories of agency spending
- E. The primary social service agencies and criminal or juvenile justice agencies with which your agency interacts, and the nature of these interactions
- F. Who are the clients, describe an average client, what are the major personal and social problems of clients?
- G. Where is your agency at along the cultural competence continuum and how are professional standards addressed?*
- H. The agency's case load and case load per worker
- I. Agency authority over clients
- J. The services and methods (modalities) for handling and treating clients
- K. The agency actions toward noncomplying clients
- L. Describe one particularly difficult but representative client that your agency must serve. How the client is being helped and how effective you think the treatment is or will be.

**Continuum will be sent to you via email attachment.

Seminar #2: Learning Goals and Objectives Outcome and Journal (for details, refer to Assignment No 3, page 20)

- A. Plan your presentation as a report on not only what you learned, but also how you learned it.
- B. What was the process of learning?
- C. Also plan on sharing information about what you learned which was not an "official goal."
- D. What were you surprised about, what was most valuable to you, what was unpleasant or disturbing?
- E. Use your paper and journal but do not read from your reports.

IV. Readings

- A. At the site visit, your FI may recommend readings or have copies of some articles you can borrow. These readings are short selections to help you better understand your agency and clients, and to assist you in reaching your learning goals.
- B. If you desire additional readings and information, which are not available at your agency, direct your requests to your FI. Do not hesitate to ask for source materials.
- C. The Program website: <http://www.ssc.wisc.edu/clsj/cjcphome.html> > useful links, is also a good source of information.

V. Course Grade

Legal Studies/Sociology 694 and Social Work 663 each carry three course credits. Your course grade will be based on evaluation of your performance in your placement (by your agency supervisor and by your FI), your performance in the seminars, and your completion of the three written assignments and journal. These grades will be weighted as follows:

Placement evaluation by agency supervisor and FI:..... (evaluation form, Page 21-23)	49%
Assignments:..... Leaning Goals and Objectives-13% Agency Organization and Clients, Professionalism and Cultural Competence-13% Learning Goals and Objective Outcomes and Journal-13%	39%
Attendance, oral presentation and small group participation:.....	12%

VI. Special Orientation Sessions

We are very fortunate to have special orientation sessions for students placed with Madison Police Department, State Probation and Parole, Mendota Mental Health and other agencies. Please be sure to attend these important introductions to your field work:

1. **Madison Police Department Interns.** Contact Joel DeSpain for time and Place.
2. **State Probation and Parole Interns.** Contact Dr. Bruce Erdman for date, time and place.
3. **Mendota Mental Health.** Contact Dr. David Lee for date, time and place.
4. **Other.** Other agencies may require you to attend orientation or training prior to beginning your placement. Please check with your agency supervisor.

TENTATIVE CLASS AGENDA FOR FIRST SEMINAR

DATES:

**Wednesday,
June 24 (Group I)
&
Thursday,
June 25 (Group II)**

OUR HOME ROOM is 8417 SEWELL SOCIAL SCIENCE BUILDING.

9:00-11:45

WORKSHOP: *Topic to be determined*

- Introductions and announcements.
- Workshop
- Turn in *Assignment 2: Agency Organization, Clients, Professionalism and Cultural Competence* to your assigned Field Instructor.

*****Please make a copy of any materials you may need for your afternoon presentation.***

11:45-12:30

LUNCH is on your own. Usually the Ingraham Hall Deli is open. Students with internship concerns or other questions should meet with their FIs.

12:30-3:30

SMALL GROUPS. Check the blackboard in 8417 for the room location of your small group. Go directly to that room following lunch.

- Get acquainted, share field experiences.
- Hear Agency Organization, Clients, etc., presentation.
- Discussion of presentations, agency organization issues and client issues.
- Integrate discussion of Culturally Competence in Professionalism and Ethical practice.

TENTATIVE CLASS AGENDA FOR SECOND SEMINAR

DATES:

**Wednesday,
July 29 (Group I)
&
Thursday,
July 30 (Group II)**

OUR HOME ROOM is 8417 SEWELL SOCIAL SCIENCE BUILDING.

9:00-11:45

WORKSHOPS: To be Announced.

- Introductions and announcements.
- Workshop
- Turn in *Assignment 3: Learning Goals & Objectives Outcome Update and Journal* to your assigned Field Instructor.

11:45-12:30

LUNCH is on your own. Usually the Ingraham Hall Deli is open. Students with internship concerns or other questions should meet with their FIs.

12:30-3:15

SMALL GROUPS. Check the blackboard in 8417 for the room location of your small group. Go directly to that room following lunch.

- Presentations on learning process.
- Share how this experience changed you as a person.
- Discussion on how previous course work relates to practice.

3:15-3:30

EVALUATIONS. Evaluations enveloped and delivered to 8128 by a student.

GROUP I: FIELD INSTRUCTOR ASSIGNMENTS

SEMINARS on WEDNESDAY, JUNE 24 and WEDNESDAY, JULY 29

Meet in 8417 Sewell Social Science Building

STUDENT

PLACEMENT

FIELD INSTRUCTOR

1.

GROUP I: SMALL GROUP ASSIGNMENT

SMALL GROUP FACILITATOR: CAROLYN *Group 1*

1.

SMALL GROUP FACILITATOR: DAN *Group 2*

1.

SMALL GROUP FACILITATOR: RANDI *Group 3*

1.

SMALL GROUP FACILITATOR: JANE *Group 4*

1.

GROUP II FIELD INSTRUCTOR ASSIGNMENTS

SEMINARS on THURSDAY, JUNE 25 and THURSDAY, JULY 30

**Meet in 8417 Sewell Social Science Building
6/29/09**

STUDENT

PLACEMENT

FIELD INSTRUCTOR

1.

GROUP II: SMALL GROUP ASSIGNMENT

SMALL GROUP FACILITATOR: CAROLYN *Group 1*

1.

SMALL GROUP FACILITATOR: DAN *Group 2*

1.

SMALL GROUP FACILITATOR: RANDI *Group 3*

1.

SMALL GROUP FACILITATOR: JANE *Group 4*

1.

ASSIGNMENT NO. 1 LEARNING GOALS AND OBJECTIVES

I. Goals of this assignment:

- A. To identify leaning goals which are specific to your agency placement.
- B. To develop agreement between the Agency Supervisor and the University Field Instructor on appropriate goals and activities to be used in evaluation and grading.
- C. To promote a better awareness of critical agency and client issues.
- D. To guide your activities and studies while in your placement.

II. Requirements to complete this assignment:

- A. You are responsible for developing two learning goals related to each of the following:
 - 1. The criminal or juvenile justice system
 - 2. Your Agency
 - 3. Agency Clients
 - 4. Professionalism and Cultural Competency
- B. Your learning goals are really the big issues which you most want to understand during your internship. **You must formulate your learning goals with the assistance of your placement supervisor.** Your supervisor can help you think through the most important issues you should explore over the summer. Your learning goals will serve as a road map for you to follow, so make them relevant and interesting. Your objectives explain how you plan to achieve these goals. A sample set of learning goals and objectives, is provided with this assignment to help you develop your ideas. **Do not repeat back the sample learning goals.** Think hard about what you want to learn this summer and carefully lay out your goals. Look over Assignment #2 and incorporate what you need to learn into your goals.
- C. Type and double-space your learning goals and objectives on standard 8 ½x 11 paper. **Have your supervisor approve (and initial) the goals and objectives prior to sending them to your Field Instructor. They are to be received by your Field Instructor within 14 days of the time you begin your placement, so that she or he can read them before the site visit.** Your Field Instructor will spend time with you during the site visit reviewing your learning goals and objectives to be sure they are realistic and comprehensive. At that time they may be modified, focused, and/or expanded.
- D. This assignment will be 13 percent of the course grade.

Sample Learning Goals and Objectives: Assignment # 1

Note: You must list two goals for each of the four areas. Only one goal is provided for each area in this sample.

I. Juvenile Justice System

Goal #1: To gain an understanding of how the agencies in the juvenile justice system work together.

Objectives:

1. Become familiar with Chapter 48 (Wisconsin Children's Code), Chapter 938 (Wisconsin Juvenile Justice Code) and recent changes in them, by reading the sections which describe the types of juveniles assigned to juvenile or adult courts and how juvenile cases move through the system leading up to placement at [your agency].
2. Interview three professionals in the juvenile justice system who are involved in different stages of the process--a juvenile police officer, a juvenile court intake worker, a juvenile judge.
3. Observe at least four different juvenile court hearing--two involving clients from [your agency], and two involving clients from another agency
4. Visit at least three other agencies in the juvenile justice system.

II. Agency

Goal #1: To become familiar with the mission and services of [your agency], and how the staff carries out agency programs.

Objectives:

1. Locate and read the last five annual reports for [your agency].
2. Locate and read the most recent brochures, program descriptions and grant proposals written for [your agency].
3. Speak with my supervisor and interview three agency staff members with different job titles.
4. Attend one agency board of director's meeting.

III. Clients

Goal #1: To learn about the characteristics and treatment of juvenile clients who are adjudicated delinquent.

Objectives:

1. Discuss with my supervisor the major characteristics of delinquent clients and the treatment programs most used.
2. Read available materials about the social and psychological characteristics of juvenile delinquents and research the most common treatment modalities.
3. Observe some or all of the following activities, and, where possible, assume responsibility for one or two clients involved in these activities:
 - intake
 - social history
 - case planning
 - client supervision
 - attend court modification hearing
 - home visit
 - detention and/or juvenile facility visit
 - visit a client placed in a community program

IV. Professionalism and Cultural Competency

Goal #1: Understand how [your agency] addresses the cultural values and needs of the clients.

Objectives:

1. Observe and identify the cultural representation of clients at [your agency].
2. Locate and read materials on the cultural values and needs of clients at [your agency] and in the Juvenile Justice System.
3. Interview my supervisor, other professionals at [your agency] and professionals in the Juvenile Justice System to learn how they recognize cultural values.

ASSIGNMENT NO. 2

Agency Organization, Clients, Professionalism and Cultural Competence

I. Goals of this assignment:

- A. Learn to think critically and creatively about the organizational structure of your agency, the service delivery system, and the whole of the criminal justice system
- B. To become familiar with the background characteristics, problems and strengths of the clients in your agency.
- C. To recognize the impact and importance of culturally competent practice in professional conduct.
- D. To become familiar and sensitive to client's perspective of the agency, and determine how progress is accomplished by clients within the agency.

II. Requirements to complete this assignment:

- A. Identify sources of agency organizational information in mission statements, descriptive pamphlets, tables of organization, records, reports, requests for funding and other documents.
- B. Identify sources of client information in records, reports and other documents, and become familiar with agency case files on clients.
- C. Use your participation and observation as a source of organizational information and evaluation.
- D. Use staff as a source of organizational information
- E. Answer the questions that follow this introduction on standard 8 ½x 11 paper. Type and double spaced your answers. Think of this paper as a formal report on your agency which you are submitting to a state criminal justice commission that is looking into the organization and operation of criminal justice agencies. Neatness; grammar, spelling and clarity of the writing are important. Type or word process the tables that you include and, if possible, the charts too. Hand written organizational flowcharts are acceptable, but please be sure that they are done in pen, not pencil, and that they are legible and orderly. Where questions ask for lists, you can single space. Note: Criminal justice agencies use numerous abbreviations and acronyms that you also will quickly come to know and use. In this assignment please spell out every title or phrase the first time you use it and enter the abbreviation or acronym in parentheses directly after the first use. Then, in the rest of the paper you can use the abbreviation or acronym.
- F. This assignment will be the basis for your first small group presentation. You may bring a copy to reference. Prepare a separate summary report on note cards for your oral presentation.
- G. This assignment will be 13 percent of the course grade.

III. Issues to be addresses by this assignment:

A. AGENCY GOALS

1. All criminal justice agencies, public and private, derive their authority from public laws. Private agencies are usually “not for profit” entities and officially operate under delegated public authority. For example, group homes can accept clients but must be licensed to operate; police or probation agents, while public employees, must follow city ordinances and state laws but the agencies derive authority from state statues.

Cite the main legal codes and rules that establish your agency's authority to operate, and define its jurisdiction. Briefly quote or paraphrase the relevant passages. Do not simply attach a copy of the law(s). We want you to cite the law(s) and clearly describe (paraphrase) the relevant content. Note: you will probably find this information by searching the state statutes.

2. What are your agency's official goals, i.e., what is the agency supposed to do? State where you found this information. Official goals may be in laws, but your are more likely to find them in agency mission statements. They often are repeated in reports, especially in requests for funding. Consult your supervisor about getting access to relevant documents.

B. AGENCY STRUCTURE

Construct a flow chart of your agency's organization. Show the operating units, the lines of authority between them and the number of employees in each unit. Note on the chart where you fit into the table of organization. **Do not attach an agency-printed table of organization.** Use existing information, your perception, and the input of agency personnel to construct your own chart. This should include a text description of the chart content and the flow of authority. In your description of the flowchart, note important organizational facts that cannot be shown by a diagram.

C. BUDGET

1. What is the size of your agency's total annual budget from all sources? This information is most likely found in the annual report or the budget requests to funding agencies. Ask to see the documents. You may also need to search the web to secure the information.

2. List the source(s) of the agency' s funds. There is likely more than one source; calculate the percent of the budget from each. Set up your answer in something like the following table:

	Funding Source	Percent of Budget Total (Est.)
1.		
2.		
3.		
4.		
5.		

3. How is the budget allocated? List the major spending categories and estimate the percent for each. Set up your answer in something like the following table:

Spending Category	Est. % of Budget Total
1.	
2.	
3.	

*Note: Information needed to address numbers 1-3 may take time to secure. Do not wait until the week before the assignment is due.

D. AGENCY LINKAGES TO OTHER AGENCIES

1. Describe how your agency gets clients? Be specific and list the different means, sources or referring agencies. *Note:* “Walk-ins or “self-referrals” do exist for some agencies, but are not usually a major source for criminal justice agencies. Clients are generally referred by another source.

2. List the major criminal justice or social service agencies with which your agency must work in order to carry out its goals and describe the kinds of services involved with each agency. Incorporate services you provide to other agencies and vice versa. Include agencies or programs you refer clients to; you work closely with; you receive funding from; you receive referrals from; etc. Set up your answer in something like the following table:

Agency	Services Provided
1.	
2.	
3.	
4.	
5.	
6.	

E. CHALLENGES, SOLUTIONS, PLANS FOR THE FUTURE

Many America juvenile and adult criminal justice organizations are in flux, some changing literally every six months as old legislation is revised and new crime legislation is passed by Congress, state legislatures and city councils. Talk to your supervisor and other personnel about what changes they anticipate and how the agency is planning to adjust. Describe how your agency is planning for the future.

1. What is in store for your agency tomorrow?
2. Are leaders planning for the future?

F. CLIENT CHARACTERISTICS

Every agency has clients, even police departments and prosecutor offices. Define your clientele broadly and specify the major subtypes, especially those not fitting the average. If you provide a service to them, they are your clients, even if they don't want to be your clients.

1. Describe the average client in your agency. Be sure to cover the major features: age, gender, race-ethnicity, education, occupation, employment status, marital status, last offense, offense history, etc.
2. Note major characteristics of clients who do not fit the average.
3. What are the major personal and social challenges of your agency's clients--AODA, mental health, education, employment skills, violence control, money management, etc.?
4. How does your agency assist the clients with regard to these challenges?
5. What are the major personal and social strengths of your agency's clients--resourcefulness, family support, resilience, survival skills, etc.?
6. How does your agency integrate these strengths when working with clients?

G. PROFESSIONALISM AND CULTURAL COMPETENCE

All juvenile and criminal justice agencies subscribe to professional standards and work with culturally diverse clients. Culturally competent practice is a part of professionalism. Agencies often include: respect, courtesy, appropriate delivery of services, etc., within their mission statements or goals. Speak with your agency supervisor and other professionals regarding the questions below. Include their input along with your personal assessment.

1. In what ways does the Agency address professionalism and cultural competence beyond written statements?
2. How are the professional culturally competent standards communicated? Are there written standards, unwritten standards or some agreed upon standards or codes of conduct?
3. How has your agency addressed Professionalism and cultural competence with you as an intern?
4. How does your agency address the cultural needs and values of its clients?
5. How does the agency use the client's cultural values, beliefs, traditions and communication, to assist them?
6. How are professionalism and cultural competence demonstrated in the day to day conduct of Agency Personnel?
7. Ethical dilemmas occur when there are two or more justified courses of action that might resolve a situation and the choices conflict with each other. What are the mechanisms for resolving ethical dilemmas?

H. CASE LOADS

1. On average, how many new cases are opened and closed each month in your agency?
Note for police interns: How many calls for service are received? How many arrests are made? How many tickets are given per month? What are the major types of calls for service, arrests and tickets?
2. Does your agency have control over its case load, *i.e.*, can your agency select and reject cases, or must it see all who are referred or who walk-in? Explain.
3. How does having control over the case load or not having control, affect services provided?

I. AGENCY AUTHORITY OVER CLIENTS

Agencies often have substantial authority or informal "persuasive pressure" (often called "leverage") over clients because of the laws and conditions imposed on clients to enter the agency's program and the advantages they receive by cooperating.

1. What kind of "persuasive pressure" or leverage does your agency have over clients?
2. What formal and informal rules can your agency invoke?
3. In your opinion, how effective is the use of persuasive pressure in assisting the clients? What are the drawbacks of this type of leverage? [*Note: Consider the impact of education, relationships, access to resources and perceptions, in your answers.*]

J. EFFECTIVENESS WITH CLIENTS

1. What is your agency's formal definition of "success" for clients? What is your agency's definition of informal "success" for a client? Describe each? These may vary for different types of clients. Specify the differences if they exist.
2. Describe "success" from the point of view of the average client.
3. Summarize the similarities, differences, and your observations.

K. CHALLENGES FOR CLIENTS AND SOLUTIONS

1. Describe one major challenge that your clients face and explain what your agency does to help with the challenge.
2. From your observations and experiences, are agency strategies very helpful?
3. How would you help clients meet this challenge differently?

ASSIGNMENT NO. 3

PROGRESS ON LEARNING GOALS AND OBJECTIVES AND JOURNAL

1. This assignment requires that you specify what progress you made during your placement to achieve your learning goals *and* what specifically you learned. **Do not merely state that you completed a goal.** For each goal answer the following questions in some detail:
 - a. How effectively did you accomplish the learning goal. Exactly what did you do to enhance your learning?
 - b. What exactly did you learn with regard to this goal? Summarize your findings.
 - c. If you did not complete a goal, why not? What did you learn instead?
2. Write your progress report on standard 8 ½x 11 paper. Type and double space.
3. Your progress toward learning goals assignment is due on the second seminar day. Please turn in a copy of your learning goals with your progress report (turn in the revised copy of your learning goals if your Field Instructor requested revisions).
4. Your **Journal** should include your activities, observations, thoughts and reflection. Your journal should assist you in completing assignment number three Your journal needs to be turned at the same time as Assignment number three. The journal should include entries of those experiences not included in the Learning Goals assignment and those things which were unexpected.
5. The Learning Goals and Objective Outcome and the Journal will be 13 percent of your grade.

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		Fair		Good		Excellent
Unsatisfactory		(Passable)		(Satisfactory)		(Superior)
(D work)		(C work)		(B work)		(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 on the system as a 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 unique 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:

Prior understanding of agency missions, functions, and issues		
Current understanding of agency missions, functions, and issues		
Ability to work well with 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:

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, 1180 Observatory Drive, Room 8139
 Madison, WI 53706
 Fax: 608-265-5389