Course Description
This course is designed as a preparatory course for an advanced learning opportunity via an extensive, hands-on internship at a community criminal or juvenile justice agency.

This course will expose you to the theory and practical application of the following within criminal and juvenile justice settings,

• Interns as participant observers
• Culturally competent practice
• Professionalism
• Ethics and ethical dilemmas
• Introduction to common issues for people in the justice system
• Interviewing
• Power, persuasion, judgment and discretion

Course Objectives
This course is designed with the following objectives in mind:

• Provide students with a framework for how to best observe, engage in, and critically analyze their upcoming internship experience in a criminal or juvenile justice setting.
• Provide opportunities for students to hear from and question professionals from various community agencies and perspectives.
• Provide a link between past and present theoretical learning and practical applications.
• Explore the effects of culturally competent practice.
• Provide the groundwork for ethical professional behavior.
• Provide and explore a multitude of scenarios and dilemmas you may encounter.
• Discuss possible conflicts when interacting with clients.
• Practice interviewing.

Learning Outcomes

• Critically Evaluate Published Research:
  Students will be able to read and evaluate published research and best practice literature.

• Communicate Skillfully:
  Students will write essays, reflect and build on their understanding in a clear and effective manner.

• Critical Thinking about Society and Social Processes:
  Students will look beyond the presenting issues to critically evaluate underlying social and cultural forces including their own beliefs, values and traditions.

• Develop professional work skills:
  Students will learn and apply effective interviewing practices, assess their qualifications for placement in internship and demonstrate competence in applying the skills necessary to participate in a professional practice setting.

• Work effectively in groups:
  Students will improve their skills in understanding group dynamics and working well with people from different backgrounds with different strengths and weaknesses.
Pre-requisites
Students must be declared Criminal Justice Certificate students intending on enrolling in Legal Studies/Sociology 694 or Social Work 663 during the summer of 2016. In addition, students must have completed or be currently enrolled in Groups 1-3 of the Certificate curriculum unless otherwise approved by one of the advisors.

Accommodations
Students with needs that might affect participation, exams, or coursework should speak to the instructor no later than the end of the third week of the course in order for the instructor to provide accommodations in an appropriate and timely manner. The McBurney Resource Center assists in determining reasonable academic accommodations. For additional information, please speak to the instructor or contact the McBurney Center at http://www.mcburney.wisc.edu or call at 608-263-2741.

Religious Observation
Mandatory academic requirements will not be scheduled when a religious observance may cause significant numbers of students to be absent from the class. Student religious observation that might affect participation, exams, or coursework should be discussed with the instructor no later than the third week of the course. Make up of work due to religious observation may be before or after the regularly scheduled requirements at the discretion of the instructor.

Academic Conduct
The overwhelming majority of students are hardworking and honest about their schoolwork. The instructor has great respect for the effort students put into preparing for this course. Part of the value of a degree from the University of Wisconsin-Madison lies in the standards of academic honesty and integrity maintained by the campus.

To avoid academic misconduct, it is important that students understand how academic misconduct is defined in this course and the expectations the instructor has of each student.

According to University of Wisconsin-Madison academic misconduct policies, academic misconduct is any intentional act “to claim effort for the work or efforts of another without authorization or citation or to assist others in doing so.” This includes (but is not limited to):

- using another person’s ideas, words, or research and presenting them as one’s own without authorization or without proper credit to the originator (for example, copying from your classmate or presenting someone else’s work as your own);
- using notes, books, or a programmable device during an exam when such use is not allowed (for example, using a “cheat sheet” or other aids);
- signing someone else’s name, or signing on behalf of someone else, on an attendance sheet;
- helping or collaborating with someone else on quizzes, essays, and homework assignments;
- cutting, pasting, or paraphrasing text from the web or any other source without quotation marks and/or proper citation and attribution;
- helping someone else cheat;
- collaboration that contradicts any other rules created expressly for this course

Students have the right to expect that they and other students will be graded fairly, and students have rights of due process should they be accused of misconduct. Students also have an obligation to conduct their academic work with honesty and integrity according to University standards. Therefore, it is important that students:

- learn the rules about academic misconduct and procedures; (http://students.wisc.edu/saja/misconduct/UWS14.html);
- learn the rules about quoting and paraphrasing sources (http://www.wisc.edu/writing/Handbook/QuotingSources.html);
- ask the instructor if you are unsure what behaviors constitute academic misconduct in a specific class or assignment;
- let your instructors know if you think you see incidents of misconduct;
- be aware that helping someone else to cheat is a violation of the rules and may result in misconduct charges against you.
Academic Misconduct: What to Do if You See Someone Cheating

Honest students are rightfully distressed when they see cheating occur. Students may sometimes see behaviors that the instructor does not notice. Cheating threatens the integrity of the classroom, and cheating can affect the grade distribution scale.

Students should feel free to discuss their concerns and observations with the instructor. She will want to know about these concerns or observations, and she will decide whether or not to take action or to take steps to prevent cheating in the future. The instructor may ask you if you would be willing to testify at a hearing (although you will not be forced to do so). If you still have concerns after talking with the instructor, you may consult with your Academic Dean or with staff in Student Advocacy and Judicial Affairs.

Students may help other students by warning them that cheating is a violation of the UW System Administrative Code and may result in severe consequences. The instructor and the University do impose disciplinary sanctions upon students that commit academic misconduct. The instructor vigorously pursues all academic misconduct cases.

Learn the rules about academic misconduct: http://students.wisc.edu/saja/misconduct/UWS14.html

General Course Expectations

1. Attend class. This is an internship preparation course. If you are not able to attend class, you need to demonstrate professional communication skills and notify me via email in advance of the class.
2. Read assigned materials and come to class prepared.
3. Participate in class discussions and activities.
4. Complete all assignments on time.
5. Show respect for your fellow students and their ideas, beliefs, and contributions.
6. Refrain from using cell phones and other electronic devices. In emergency situations place cell phone on vibrate (otherwise should be set to silent) and exit the room before responding.
7. Sleep should occur outside the hours of this class.
8. Reading for pleasure or knowledge, unless directed to do so by the instructor, should take place outside the hours of this class.
9. Use of a laptop during class is limited to note taking. Accessing other materials is visually disruptive to those behind and around you.

Required Texts

Required Readings
Required readings are listed in the syllabus and will be posted on the Learn@UW site each week. Additional required readings may be added each week and announced in class. You are responsible for all of the content listed in the Weekly Required Reading section of Learn@UW.

Reflections
You are required to complete four reflection papers throughout the semester. Content and expectations will be presented in class and posted on Learn@UW. You will be expected to substantively engage the content and questions, not provide a summary of your learning.

Letters to Guest Speakers
Guidelines for Letter to Guest Speaker will be posted on Learn@UW and distributed in class prior to first guest. Letters are due no later than one week after the guest speaker presents in class. Letters will be read for grading purposes and then sent to the guest speaker.

Reading and Class Quizzes
Quizzes will cover your knowledge of the reading material as well as material covered in class.
Grading
Grades will be calculated on the standard UW scale: A=95-100%, AB=90-94.99%, B=85-89.99%, BC=80-84.99%, C=75-79.99%, D=70-74.99%, F=0-69.99%. Grades will be determined as follows:

Attendance [All classes] & In-Class Exercises [7-8 Total] 20%
Out of Class Assignments [5 total] 40%
Letters to guest speakers [2 Total] 10%
Reading Quiz [3 Total] 30%

Schedule
This schedule is subject to change based on the pace of topic discussions and availability of guest speakers. Throughout this course, you will learn that work in the field of criminal/juvenile justice is often unpredictable, uncertain, and dynamic. Reflecting this, our course schedule will be somewhat fluid, but we will cover all the scheduled topics.

Themes you should expect to run through all topics include the necessity of knowing how your own cultural interpretation and understanding affects your assessment and actions, professional culturally competent practice, your role as an intern, and the impact of self-care.

Orientation to Internship Process

Week 1 - January 20, 2016
Syllabus – Course Overview and Expectations
Introduction of Peer Mentors- Students who previously completed internships
Peer mentors share their experience and answer your questions

Week 2 - January 27, 2016
Orientation 2
The process of interviewing and accepting placements
How to approach agencies & Setting up Interviews
Know your community
Intern as a Participant Observer

Readings: Gordon & McBride, Ch. 1-3

Week 3 - February 3, 2016
Guest: Marie Koko- L&S Career Services
Successful Interviewing

Readings: Gordon & McBride, Ch. 5-7

Reading material provided by Marie Koko will be posted after class
Professional Culturally Competent Justice Practice

**Week 4** - February 10, 2016

Knowing yourself: Cultural beliefs, values, traditions- visible and hidden

Cultural Competence Framework

**Reflection Paper #1: Personal culture, judgments and the impact on interpretation, understanding and working with others. (Given out in class)**

Due Tuesday, February 16, 2016 at 8PM. Submit via Learn@UW dropbox

Readings:


**Week 5** – February 17, 2016

Interview I

Bloods & Crips and Wounded Platoon

PTSD

Readings:


Rickert, Lisa (2012) **Cultural Considerations: Questions to Ask Ourselves**. Adapted from Mitigation Investigation with Muslim Clients


Week 6 – February 24, 2016
Same values, same means, different judgments
Bloods & Crips and Wounded Platoon Continued
Trauma and relentless uncertainty
Decisions, cognitive distortions and detours

Reading and Class Quiz- Weeks 1-5

Readings:  


PTSD Men and Women, Source- Past student research – Student wishes to remain anonymous.


Week 7 - March 2, 2016
Guest: Lisa Rickert- Death Penalty Mitigation Specialist, Forensic Interviewer

The importance of back stories
Interview II Practice

Comfort with difficult questions
Asking questions you want to avoid
The importance of Culture

Reflection Paper #2: Interviewing and attending (Given out in class)
Due Tuesday, March 8 at 8PM. Submit via Learn@UW dropbox

Readings:  


Skills tip Sheet: Motivational Interviewing Unknown source
The Line (Poverty in America, it is not what you think- Video) http://thelinemovie.com/ (view video online)

**Week 8** - March 9, 2016
Guest: **Chief Mike Koval**- City of Madison Police Department

*Policing not Law Enforcement*

Professionalism & Training

Readings: Gordon & McBride, Ch. 8-12


**Week 9** - March 16, 2016

Professionalism and ethics- Scenarios

Ethics and ethical dilemmas

Reflection Paper #3: Professionalism, dilemmas and decisions (Given out in class)

Due Tuesday, March 29 at 8PM. Submit via Learn@UW dropbox


Week 10 – March 23, 2016
Spring Break
Navigating common issues with Stakeholders

Week 11 – March 30, 2016
Guests: Mary-Jo Olsen/Kim Fisher- Journey Mental Health- Community Treatment Alternatives
Working with People with mental illness

Best practice and tips for communication and interaction
Attending in unease


Week 12 – April 6, 2016
Guest Speaker-Julie Foley- Dane County District Attorney’s Office- Crime Victim Response
Victims and Justice

Cultural needs and justice

Reading and Class Quiz- Weeks 6-11
Internship Self Care Assignment (Given out in class)
Due Wednesday, April 27, 2016. Submit hard copy in class.


Week 13 – April 13, 2016
Interview III- Practice
The Great Water Cooler
Safety- Transportation and Boundaries

Reflection Paper #4: Theoretical expectations and communication (Given out in class)
Due Tuesday, April 19 at 8PM. Submit via Learn@UW dropbox

Readings: Gordon & McBride, Ch. 4, 13, & 14

Week 14 – April 20, 2016
Guest: Dave Krych- AODA Counselor and Addict
Worthy Work & Self Care

Mixed Messages
Working with people under the influence
Culture of Alcohol


Week 15 - April 27, 2016
Orientation 3
Meet your Field Instructor
Summer Course- Syllabus Overview
Schedule, process and expectations

Internship Self Care Assignment Due. Submit hard copy in class.

Week 16 – May 4, 2016
Back to the beginning
What am I supposed to do with all of this?
Setting Goals
Final Words

Reading and Class Quiz- Weeks 12-14

**Final Exam**  None Scheduled