Course Description

This course is designed as an advanced learning opportunity that includes practical experience at a criminal or juvenile justice agency or service provider that addresses the needs of individuals identified by the criminal or juvenile justice system, their families, and/or those affected by crime or criminal behavior. This intensive, hands-on internship experience requires significant maturity and judgment.

Course Goals

- To experience the criminal or juvenile justice system and their community impact through hands-on practice and in-person observation
- To understand the organizational structure of your agency, the service delivery system, and the relation to other parts of the criminal justice system
- To become familiar with the background characteristics, problems, and strengths of the various agency clients and stakeholders
- To recognize your own cultural background, values, and beliefs when working with clients, as well as the importance of professional culturally competent practice
- To analyze the effects of agency policies, and your own behavior, on clients and stakeholders
- To appreciate the challenges of self-care when working with people in crisis
- To gain clarity with regard to your strengths, challenges, and passion
- To connect field observations with the broader cultural, economic, and social implications of the justice system

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 a paper and deliver a presentation demonstrating 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.
Accommodations

Students with needs that might affect participation or coursework should speak to me no later than the end of the third week of the course in order for me 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.

Academic Conduct

The overwhelming majority of students are hardworking and honest. 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 rests on 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 of 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 proper credit to the originator (for example, copying from your classmate or presenting someone else’s work as your own);
- cutting, pasting, or paraphrasing text from the web or any other source (including past students’ papers) without quotation marks and/or proper citation and attribution;
- helping someone else cheat;
- collaboration that contradicts any other rules created expressly for this course.

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 for a specific assignment.

Course Grade

Legal Studies/Sociology 694 carries three course credits. Grades will be calculated on the standard 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%. Your course grade will be based on evaluation of your performance in your placement (by your agency supervisor and instructor), your contributions during the seminars, and your completion of the written assignments and postings at Learn@UW. These grades will be weighted as follows:

- Learning evaluation by agency supervisor and instructor (see last pages of syllabus for sample evaluation form) 40%
- Learning Plan (due 14 days after start of placement or first class) 5%
- Sharing on Learn@UW - 4 entries- due 8pm on due date 20%
  - First Entry- submitted between Monday, February 1 and Sunday, February 14, 2016
  - Third Entry- submitted between Monday, March 14 and Sunday, April 10, 2016
  - Fourth Entry- submitted between Monday, April 11 and Sunday, April 24, 2016
- Agency Organization and Stakeholders (due Sun, March 6, 2016 at 8PM) 10%
- Seminar Presentation 10%
- Seminar and Posting Participation (Includes responding to Learn@UW postings) 15%
Attendance

Attendance at seminars is mandatory. If you are not able to attend class, you need to demonstrate professional communication skills and notify the instructor via email in advance of the class. Absence from seminar may affect your grade. Absence from more than two seminars will result in failure of the course.

Suggested Text


Required Readings

Required readings will be posted on the Learn@UW site each week. You are responsible for all of the content listed in the Weekly Required Reading section of Learn@UW.

If you desire additional readings and information, which are not available at your agency, direct your request to me. Do not hesitate to ask for source materials.

You are required to research and provide reading material for the class as part of your presentation. This reading material must be emailed or delivered to me as described in the syllabus. The reading material should assist the class in understanding your placement, learning and/or best practice.

General Course Expectations

1. Read assigned materials and come to class prepared.
2. Participate in class discussions and activities ever week.
3. Complete all assignments on time.
4. Show respect for your fellow students and their ideas, beliefs, and contributions.
5. Refrain from use of cell phones and other electronic devices. In emergency situations place cell phone on vibrate and exit the room before responding.
6. Sleep should occur outside the hours of this class.
7. Reading for pleasure or knowledge, unless directed to do so by the instructor, should take place outside the hours of this class.
8. Use of a laptop during class is prohibited unless instructed to do so.

Schedule

This schedule is subject to change. Through this internship experience you will learn that work in the field of criminal and juvenile justice is often unpredictable and dynamic. Reflecting this, our seminar 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.

Seminars

Seminar 1- January 25, 2016
Syllabus – Course Overview and Expectations
Professionalism in the field
Travel and site safety
Seminar 2- February 1, 2016
Race to Equity
Dane County Community

Hand in letter on your Bio and Best Learning Letter


Seminar 3- February 8, 2016
Culture and privilege

First Learn@UW Post due by Sunday, February 14, 2016 at 8pm


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


Seminar 4- February 15, 2016
Decision making at your placements; dilemmas and protocols
Professional boundaries
The power of the mighty water cooler


Seminar 5- February 22, 2016
Shannon, Madeline, Sarah, Alex, Abbey, Marissa, and Annie lead discussion on Learn@UW first entries

Common issues for stakeholders; PTSD, Victimization, Poverty, TBI, Mental Illness, Alcohol and Drug Abuse

Sam, Shay, Maya, and Amber submit articles for next week’s presentations


**Skills tip Sheet: Motivational Interviewing** Unknown source

**The Line** (Poverty in America, it is not what you think- Video) [http://thelinemovie.com/](http://thelinemovie.com/) (view video online)

Seminar 6- February 29, 2016
Cultural Competence and your agency

Shay, Office of the Dean of Students- Title IX
Sam, WI Innocence Project
Maya, WI Innocence Project
Amber, Sand Ridge Secure Treatment Center

Selina, Katie, Kayla, and Beth submit articles for next week’s presentations

**Agency Organization and Stakeholders Paper due Sunday, March 6, 2016 at 8PM**

**Wednesday, March 9, 2016- 6PM-8PM Center for Law, Society, & Justice- Speed Mentoring Event**

Seminar 7- March 7, 2016
Selina, RISE Law Center, Legal Assistant Intern
Beth, RISE Law Center, Legal Assistant Intern
Katie, WI Department of Justice, Attorney General
Kayla, Wisconsin WI Department of Justice, Bureau of Justice Information and Analysis

Taylor, Jesse, and Shanna submit articles for next week’s presentations

**Second Learn@UW Post due by Sunday, March 13, 2016 at 8pm**
Seminar 8- March 14, 2016
Leah, Diane, Ty, HyeMin, Abby, Kelsey, and Kali lead discussion on Learn@UW second entries

Taylor, U.S. Probation and Pre Trial Services
Shanna, Arc Dane County Court Services
Jesse, WI Department of Corrections - Division of Community Corrections

Shannon, Jana, and Theresa submit articles for March 28 presentations

Spring Break- March 21, 2016

Seminar 9- March 28, 2016
Theresa, Spohn Avenue Group Home
Shannon, Dane County Juvenile Detention Center
Jana, Dane County Juvenile Shelter Home

Leah, Diane, and Melissa submit article for next week’s presentation

Seminar 10- April 4, 2016
Melissa, Arc Community Services, ARC House
Diane, Arc Community Services, ARC House
Leah, Halfway House in Stoughton

Madeline, Sarah, Annie, and Ty submit article for next week’s presentation

Third Learn@UW Post due by Sunday, April 10, 2016 at 8pm

Seminar 11- April 11, 2016
Sarah, Community Partnerships - Transition to Independence
Ty, Operation Fresh Start
Madeline, Operation Fresh Start
Annie, Briarpatch Youth Services, Community Adolescent Programs Division-Supervision

Alex, Abbey, and HyeMin submit article for next week’s presentation

Seminar 12- April 18, 2016
Melissa, Jana, Sam, Shay, Selina, Taylor, and Theresa lead discussion on Learn@UW third entries

HyeMin, University of Wisconsin Police Department
Alex, University of Wisconsin Police Department
Abbey, WI Department of Justice- Division of Criminal Investigations

Marissa, Abby, Kelsey, and Kali submit article for next week’s presentation

Fourth Learn@UW Post due by Sunday, April 24, 2016 at 8pm
Assignment Instructions

WARNING: Under no circumstances are you to include the names of clients, coworkers or any confidential or sensitive information in any of your assignments or postings! Remember, students from other agencies may be involved with the same clients and situations as are you and information may have legal if not ethical implications.

Learning Plan – due 14 days (2 weeks) after start date of your placement or first class (whichever is later)

Purpose of this assignment:

- To identify learning goals and objectives which are specific to your agency placement.
- To develop an understanding between you, the Agency Supervisor and the Instructor.
- To help you communicate your needs.
- To help your Agency Supervisor understand what you hope to accomplish.

Requirements to complete this assignment:

A. Read Chapter 4 of Gordon and McBride (posted on Learn@UW).
B. Look over two examples of Learning Plans posted on Learn@UW.
C. Develop two learning goals with objectives related to each of the following four areas. List objectives (tasks, things, experiences that will help you achieve your goal) under each goal. Your learning goals should be formulated with the assistance of your placement supervisor. That person can help you think through the most important issues you should explore over the semester. Your learning goals and objectives will serve as a road map for you to follow, so make them relevant and interesting:
   1. Knowledge acquisition
   2. Performance assessment
   3. Personal growth
   4. Professional development
D. Following the goals and objectives, add a paragraph or two addressing the following.
   1. What you think you might need from your placement supervisor this summer.
   2. How often would you like to meet with your supervisor to discuss your placement?
   3. How you prefer feedback from your placement supervisor.
   4. Anything else you would like to add.
E. Type your learning goals and objectives. Go over your learning plan with your agency supervisor. Ask them to sign it. Do this within 14 days of the time you begin your placement or start of class.
F. Submit your signed plan to me via email attachment or in person.
You are required to post at least four (4) entries on Learn@UW and respond to the posts of your peers. Your entries will include response to questions posted by the instructor. Posts should substantively engage the questions, your field experience and/or course materials and discussions, offering an interpretive response rather than a summary.

First Entry - submitted between Monday, February 1 and Sunday, February 14, 2016


Third Entry - submitted between Monday, March 14 and Sunday, April 10, 2016

Fourth Entry - submitted between Monday, April 11 and Sunday, April 24, 2016

AGENCY ORGANIZATION and STAKEHOLDERS – due 8PM on Sunday, March 6, 2016. Submit at Learn@UW dropbox.

Purpose of this assignment:

- To understand the legal statutes that allow agencies to exist.
- To understand the organizational structure of your agency, the service delivery system, and the relation to other parts of the criminal justice system.
- To become familiar with the background characteristics, challenges and strengths of the stakeholders of your agency.

Requirements to complete this assignment:

Answer the questions that follow this introduction. Think of this paper as a formal report on your agency that you are submitting to a state criminal justice commission that is looking into the organization and operation of criminal justice agencies.

Note: Criminal justice agencies use numerous abbreviations and acronyms that you 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 acronyms.

Areas that must be addressed in this assignment: (Your grade is based on complete coverage of requested information within each area.)

A. AGENCY GOALS & RELEVANT STATUTES

1. Cite the main legal codes and rules that establish your agency’s authority to operate and define its jurisdiction. 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. What codes or rules give your agency or another entity authority to create the agency? Briefly quote or paraphrase the relevant passages. Do not simply attach a copy of the statutes. You need to cite your sources, include the specific statutes and/or laws and clearly describe or paraphrase the relevant content. **Help:** You will probably find this information by searching the state statutes or looking at licenses posted on the agency wall. For example, for a group home to operate, it must be licensed by the state. Your answer would articulate what state statute gives which department the authority to license the group home.

2. What are your agency's official goals, i.e., what is the agency supposed to do? State where you found this information. **Help:** Official goals may be in laws, but you 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
1. Construct a flow chart of your agency’s organization or secure a printed copy. Show the operating units, the authority between them and the number of employees in each unit. Note on the chart where you fit into the table of the organization.

2. 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. How is your agency funded? That is, what are sources of revenue?

3. What is the largest expense?

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. Create a list of the agencies partnering with your agency. This list should include major criminal justice, social service and private agencies with which your agency must work in order to carry out its goals.

2. Describe the services each agency provides. Incorporate services you provide to other agencies and vice versa. Include agencies or programs you refer stakeholders to, you work closely with, you receive funding from, you receive referrals from, etc. Remember to include the obvious. Create a chart like this:

<table>
<thead>
<tr>
<th>Partnering Agency</th>
<th>Services they provide to you</th>
<th>Services you provide to that agency</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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<tr>
<td>Continue list</td>
<td></td>
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</tbody>
</table>

E. STAKEHOLDER CHARACTERISTICS
Every agency has multiple stakeholders. If you provide a service to them, they count on you, expect things of you, etc., they are stakeholders. Examples might include the community, funding sources, people charged with offenses, people who have been victimized, etc.

1. List the major stakeholders of your agency.

2. Once you have noted all of the major stakeholders, choose one group to focus on when completing the remainder of this paper. You must answer all questions below with regard to the stakeholder group you have chosen. Do not change groups as you answer the questions. State which stakeholder group you will be detailing throughout the remainder of this section.

   a. What are the major challenges of your agency's stakeholders?
   b. How does your agency assist the stakeholders with regard to these challenges?
   c. What are the major strengths of your agency's stakeholders?
   d. How does your agency integrate these strengths when working with the stakeholders?

Note: Stating the stakeholders do not have challenges or strengths will not fulfill the requirement.
The students in the class are all interning at agencies unlike your own. The goal is for you to share and teach the other students about your agency in a way textbooks cannot. You will have 30 minute to share the information below, along with answering the curious questions of your peers. Please prepare the following information:

A. Discuss your chosen readings, how they relate to what you are learning at your placement and how the information agrees and conflicts with your previous learning and beliefs. (must be submitted at least one week in advance)

B. The name of your agency and location

C. The official goals of your agency

D. How your agency is funded (public funding sources, grants, donations)

E. Relationships with other agencies (agencies with whom you work with on a frequent basis and infrequent basis but important connections)

F. Describe the agency stakeholders

G. Who, in your opinion, relies on your agency the most? Support your answer.

H. Struggles you see in the agency and system (not just stakeholders)

I. Strengths you see in the agency and system (not just stakeholders)

J. Discuss your experience and interaction with stakeholders to date

Make your teaching lively. Bring handouts, (agency brochures, fact sheets, statistical tables, outlines of main points, organizational charts, flow charts, graphs, etc.). Use the black/whiteboard and describe events that yield special insights into your agency and your stakeholders. Video segments are welcome, you will need to bring your own computer or borrow one from a classmate. An adaptor for Mac computers may not be available.

This syllabus is subject to change at the discretion of the instructor. Any changes made to the syllabus will be communicated to students in a timely manner.
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>
</tr>
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<tbody>
<tr>
<td>0</td>
<td>Unsatisfactory: does not demonstrate this ability/does not meet expectations</td>
</tr>
<tr>
<td>1</td>
<td>Uncomplimentary: seldom demonstrates this ability/rarely meets expectations</td>
</tr>
<tr>
<td>2</td>
<td>Fair: sometimes demonstrates this ability/meets expectations</td>
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<tr>
<td>3</td>
<td>Commendable: usually demonstrates this ability/sometimes exceeds expectations</td>
</tr>
<tr>
<td>4</td>
<td>Exceptional: consistently demonstrates this ability/consistently exceeds expectations</td>
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</tbody>
</table>

STUDENT: _____________________________________  
AGENCY: _____________________________________  
SUPERVISOR: ___________________________________

### I. UNDERSTANDING OF SYSTEM:

<table>
<thead>
<tr>
<th>Category</th>
<th>Level</th>
</tr>
</thead>
<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>
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<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 STAKEHOLDERS:

<table>
<thead>
<tr>
<th>Category</th>
<th>Level</th>
</tr>
</thead>
<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>
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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 strengths (e.g., resilience, survival skills, motivation, etc.)</td>
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<tr>
<td>Capacity to work with stakeholders with diverse offense/victimization histories</td>
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<tr>
<td>Aptitude for work with stakeholders 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 stakeholders</td>
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<tr>
<td>Ability to analyze the effects of own behavior on stakeholders</td>
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<tr>
<td>Ability to analyzing impact of system on stakeholders</td>
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<tr>
<td>Exhibits creative problem solving when assisting stakeholders</td>
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</table>

Comments
III. UNDERSTANDING OF AGENCY:

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

Comments:

IV. POTENTIAL FOR WORK IN THE FIELD:

<table>
<thead>
<tr>
<th>Level</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 stakeholders (e.g., offenders, those who have been victimized, other agencies, funding sources, etc.)</td>
</tr>
<tr>
<td>Emotional maturity to work in this field</td>
</tr>
<tr>
<td>Potential for leadership</td>
</tr>
<tr>
<td>Ability to express self orally</td>
</tr>
<tr>
<td>Ability to express self in writing</td>
</tr>
</tbody>
</table>

Comments:

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.